

Childhood Education

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To Stimulate Thinking Rather Than Advocate Fixed Practice*

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FRANCES MAYFARTH, *Editor*

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Next Year

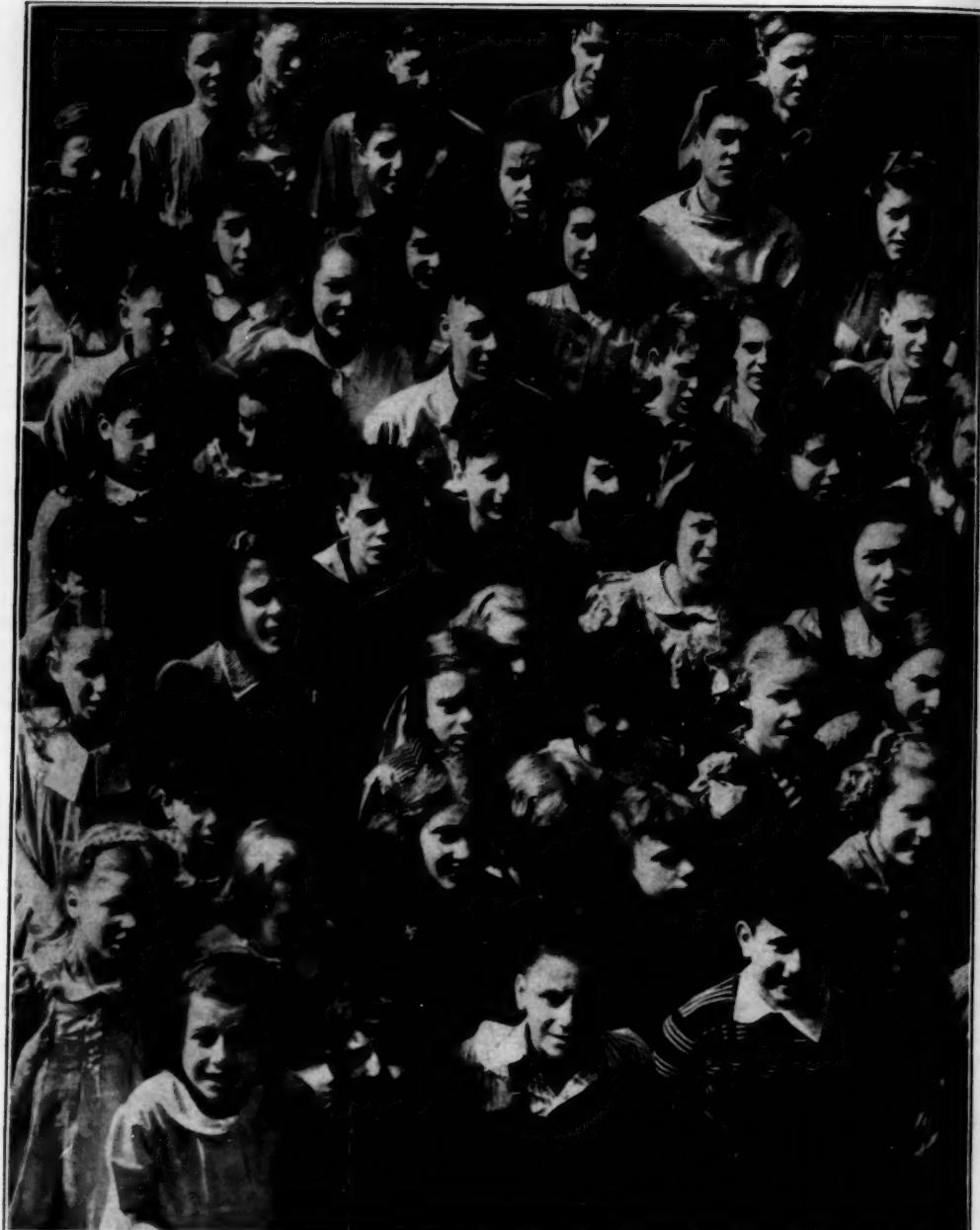
■ Plans for next year's issues have been developed from the 1941 A. C. E. Convention program which not only lends itself to convention activities but also provides a rich source for publication planning. "Working for the Common Good" has been chosen as the theme which will be expanded in the following topics:

September—Evaluation of Current Practices; October—Youth Problems in the Making; November—Citizen Groups and the Schools; December—Finances and an Adequate Elementary School Program; January—Mental Health of Children and Adults; February—Religion, an Important Resource; March—Recreation and Health; April—Cultural Relations in America; May—Golden Jubilee Number in celebration of the Fiftieth Anniversary of the Association.

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Children in the Jackson School, St. Louis

*Not a melting pot but a symphony orchestra
In which each child plays his part*

Melting Pot or Symphony Orchestra?

LET US VISIT A PUBLIC SCHOOL in which we find children who have just come to our shores and children whose parents or grandparents have emigrated from foreign lands. These people, usually peasants in their native country, now find themselves in a blighted crowded area of a city where the houses are old and inadequate and where delinquency flourishes. Often the lack of economic security helps to complicate the children's lives and today they are aware of the many family burdens—no food, no work, the family about to be evicted, the gas and electricity to be turned off, another baby, the price of a basket of coal. WPA, NYA, CCC, ADC, Relief—all have significant meaning to them. There are those who know that dad can get no WPA job because he is not a citizen.

Often a school in such a vicinity tries to become a melting pot by making the children conform to a dictated "American" culture and by ignoring the problems, interests and culture uniquely theirs. The result is too often a melting-pot veneer that breaks under pressure. When the break happens within the child's own family it is a serious tragedy for all concerned. It happens much oftener with the second and third generations than with the first.

How can such tragedy be avoided? Let us think of the school in such an area, not as a melting pot, but as a symphony orchestra in which each child plays a part, sometimes important or not, depending upon him and what he brings of his background, and upon our understanding of his interests and needs. It is to this school that he brings his problems for solution; here his talents have opportunity to develop. Here he learns to take on responsibility not only for himself, but for others. He grows in appreciation that the good of the group must ever be considered. Thus he learns to live with other children. Here his cultural background is appreciated by his teacher. This it would seem is even more important now since many children are ashamed of their parents or grandparents because they came from Italy or Germany.

THIS SCHOOL WILL BE SENSITIVE to another great responsibility—the parents. It will help them to know where they can study the English language, to whom they may go if they want to become citizens. This school will help to interpret the institutions, culture, and the way of life of their adopted country, and it will help them to build a deep appreciation of our freedom. Thus, this school will be ever-changing in color, rhythm, tone, intensity, pattern and meaning for each child and each adult, for growing personalities will make it so.—*Jennie Wablert, Principal Jackson School, St. Louis, Missouri.*

Let's Be People, Too

THESE are times when there is more than usual need for personal stability and power in the members of the teaching profession. Teachers need to help promote civic life, community interests, and family welfare. The importance of our profession demands that we accept the many challenges in the present social scene.

To be fit, to have courage and fortitude for the tasks which lie before us necessitates not only the ability to struggle and endure. We need to be able to weigh values, to make decisions, and to act with optimism and with willingness to take the consequences of positive action for better or for worse without becoming bogged down. I stress the need for wisdom, optimism, and fearlessness because we have so often been branded as a drab group, over-serious about our classrooms and inexperienced in any matters of practical or recreational value by people in other walks of life than our own.

We teachers do have real occupational hazards which tend to prevent our living rich, satisfying lives of influence with other adults. We do spend much of our time adjusting ourselves to immature minds. We hold up standards of attainment for the less mature. We implant on the impressionable minds of children a faulty impression of our other-worldly perfection which, when they are adults, prejudices them against us as co-workers and equals.

These hazards should impel us to engage in many activities with others outside the school and to read more books than those concerned with teaching. We may, also, without fear of neglect of duty, allow ourselves some relaxations, some fun with creative arts, with social intercourse, and with sheer play. These give color and freshness to the person making him a delight to his fellows. In these days, too, when the virtues of objectivity of viewpoint are stressed and when hate creeps into social relationships on all sides, let us not fear to love and be loved.

GREAT inner satisfactions of the person are not selfish. They give us wisdom, courage, and optimism in these difficult times to undertake our work with both children and adults.—*Winifred E. Bain, Principal, The Wheelock School, Boston, Massachusetts.*

We of the United States are:

One-third of a million, Indian
One-third of a million, Oriental, Filipino, and Mexican
60 million, Anglo-Saxon; 10 million, Irish
15 million, Teutonic; 9 million, Slavic
5 million, Italian; 4 million, Scandinavian
2 million, French; 13 million, Negro
1 million each, Finn, Lithuanian, Greek

In addition, we are:

2 million, Anglican Episcopalian
40 million, Evangelical Protestant
1 million, Greek Catholic
4½ million, Jew
Two-thirds of a million, Mormon
One-tenth of a million, Quaker
22 million, Roman Catholic
One-half million, Christian Scientist.

—Quoted from an editorial, "Sixth Column," by Henry S. Canby
The Saturday Review of Literature.

Some Trends in Teacher Education

Teacher education is undergoing some badly needed changes, thanks to the work of the Commission on Teacher Education of the American Council on Education of which Mr. Bigelow is the director. Mr. Bigelow discusses here some of the newer trends, both for teachers in preparation and those in service. It is significant that the two trends he discusses first have to do with the mounting concern with human personality and the closer study of the social scene.

TEACHER EDUCATION is an important business. It is also an exciting business. Particularly so, just now. For we are evidently faced with a crisis of civilization where our way of life is in the balance. And what will determine the outcome, we suddenly realize (as we contemplate, for example, the behavior of the British people), is the character of man. But upon character, education has a powerful determinant influence. And the teacher is the vital element in education.

It seems inevitable, then, when one stops to think about it, that trends in teacher education should reflect deeper currents. Take, for instance, the mounting concern with human personality. This is showing itself in a variety of ways. There is, for example, the effort to strengthen guidance procedures, especially in ways that *include* the teachers (to-be or in-service) as persons rather than *treat* them as objects. To more and more of us it seems silly to suppose that the likelihood of getting teachers with respect for the personalities of children can be increased by

running those teachers through some kind of testing and "guidance" program in which they are treated more or less like Texas grapefruit in a grading machine.

A related development is the growth of programs of general education (in teachers colleges and elsewhere) that take student needs as a starting point. What we mean (or at least what the other fellow means) by "needs" is not always clear and the concept requires still further examination. But a need, however common and however socially influenced, is certainly something very personal. The needs approach to curriculum building tends to focus attention on persons and their problems.

This has one very significant consequence. Real flesh-and-blood persons and real grass-roots problems are ordinarily pretty complicated; when closely examined they seldom turn out to fit into neat categories. The problem of how to get and hold a job has to do not merely with subject-matter competence and command of basic methods; it also raises consideration of dress, voice, manners, social skills, and the like. Lots of specialists need to cooperate if a given individual is to get the best help toward solving that problem. Moreover that individual is a whole person: he is not merely a physics major or even a prospective science teacher; he is a son, friend, sweetheart, Methodist, New Englander, voter,—and potential soldier. If we are fundamentally concerned with this person, again we are led to cooperation with other specialists in our common effort to meet his needs. Thus the pat distinctions between general education and professional education, for example, are deflated. Thus

teacher education is seen to be a shared responsibility of all instructors and not something that can be left safely (or at least conveniently) to some particular department or committee.

But concern with personality not merely affects the relations established with teachers in preparation. It influences objects and methods of study. The growing emphasis on child growth and development as a basic subject in courses of teacher education illustrates this point. The psychological approach tends to be organismic; the dynamics of personality is stressed, and the vital relationship of significant factors. Case studies (each inevitably unique) are encouraged, although the values of psychological norms are not overlooked. There is a special concern with the role of emotion in human behavior, and this aspect of personality is treated with respect rather than apologetically.

In this connection the trend toward the encouragement of creativity in teacher education may appropriately be mentioned. That art expresses feeling as well as thought is well understood. It is also worth mentioning that art is integrative—the summing up of experience in a harmonious whole—while science is analytical. More and more programs of teacher education are undertaking to stimulate artistic appreciations and activities of an essentially creative character, not for specialists alone, not as preliminaries to public performance, but as humanizing elements in the education of all.

Teacher Education Studies the Social Scene

By this time, however, some readers with well developed social "consciousnesses" will be wondering if teaching has anything to do with the social order. Certainly it has, but so do the individual persons whose growth has up to this point been the particular object of our attention. The easy contrast between the individual and society

is highly delusive. As Kurt Goldstein puts it: "Individuality never means simply 'I am' but always that simultaneously with me there exist other creatures." Social advance and the improvement of persons must go hand in hand. The social problem is a matter of personal relations.

All this, however, does not imply that direct attention to social problems is not called for in teacher education. As a matter of fact here we may discern another trend, a trend toward the closer study of the social scene. Such study increasingly involves field experiences that encourage direct participation in community affairs and the accepting of consequent responsibilities. The school in America is becoming a community school, dedicated to a never-ending attack upon problems that while individual are the more pressing because they are also social. Teachers for such a school need to understand our social order, its strengths and weaknesses, and to act upon a sense of shared responsibility for its improvement. Teacher education is responding to this challenge; but developments are as yet in a relatively early stage.

I have already referred to the increasing provision of opportunities for first-hand experience and responsible action in "real" situations by prospective teachers. This trend may perhaps be viewed as compensatory. As the period of professional preparation has been extended (an example, by the way, of what John Fiske called "the prolongation of infancy"), certain disadvantageous outcomes have been observed. Chief of these, perhaps, has been the weakening of powers of action due to the accumulation of a mass of theoretical knowledge untested by the individual. This information has made decision appear to be a difficult because complicated matter, and where the ignorant would barge ahead (seldom with really fatal results!) the erudite have hesitated.

Now no one, of course, is disposed to suggest that periods of teacher preparation should be sharply curtailed nor that teachers could not well do with more effectual learning! The remedy, rather, has appeared to be the introduction of more opportunities for personal testing of generalizations during the period of pre-service education. Thus more and more colleges are providing undergraduates with opportunities to work directly with children and in community relationships, and summer experiences of this character are encouraged. Related phenomena are integrated "professional units" in which practice teaching activities are utilized as laboratory experiences providing a basis for study and discussion as well as an opportunity for personal experimentation with what appear—theoretically—to be promising leads. Internships and apprenticeships are notable steps in the direction of the closer linking of thought and action.

Trends in In-Service Education of Teachers

Thus far I have written chiefly of trends in the pre-service education of teachers. Some attention to trends on the in-service level is now called for. First may be mentioned the tendency to make planning for in-service growth a matter in which the teachers share on equal terms with supervisors and administrators. The democratization of the process is marked. This development is similar to some of those occurring in the colleges where a more sensitive respect for human personality is also operating.

A second trend so far as the continued education of experienced teachers is concerned is toward the development of study opportunities of the workshop type. These have as their starting point the practical problems of the working teachers, problems moreover which have often been identified and are being attacked by a group. Teachers who, more or less as individuals or alternatively as group repre-

sentatives, are eager to do something about these problems come together under circumstances designed to be particularly favorable. Expert assistance is available from staff members who, however, take a service attitude and rarely "offer courses." Library and other resources are provided. Teachers from other fields and (often) other communities are at hand.

The workshop program is democratically planned and is flexibly modified as experience dictates. Arrangements conducive to easy and informal working and playing together are provided, and friendly relationships readily develop. The plans developed are expected to be tested in practice soon after the workshop experience is concluded. The striking consequences of this kind of in-service education have been fully described by Heaton, Camp, and Diederich in their report on *Professional Education for Experienced Teachers*.¹

Space remains for one last trend, this one applying to both pre-service and in-service activities. This is the trend toward a more general use of evaluative procedures. Evaluation is increasingly thought of as something in which the "evaluatee" ought responsibly to participate; the emphasis shifts from the purposes of the instructor to the purposes of the student. Such evaluation becomes a vital element in the educational process. It would rather measure important changes imperfectly than unimportant ones without error.

These then are some of the important trends in teacher education in the United States today. Because of their significance in the light of the largest social considerations we may feel especially gratified by them. Respect for personality, cooperativeness and community responsibility, and the effective interrelating of thought and action—these are attributes of fundamental importance. They point the way to the triumph of human freedom.

¹ Chicago (University of Chicago Press), 1940.

Changing Emphasis in Summer Reading Conferences

A phenomenon of recent summer programs in colleges and universities has been the greatly increased emphasis on problems related to the teaching of reading. Widespread recognition of the reading deficiencies of many students in junior high schools, high schools and colleges has led to the multiplication of reading courses, and the organization of numerous clinics, laboratories, workshops, institutes, and conferences to study and experiment with reading problems. Miss Baker, head of the Children's School, National College of Education, evaluates the outcomes of some of these summer programs and describes their changing tendencies.

DURING the past few summers colleges of various types in forty or more states have offered credit to teachers and administrators for observation, practice, and study in reading institutes, clinics, laboratories, and workshops, with sessions ranging in length from one to eight weeks. Short-term reading conferences and institutes, offering no credit, have brought together large groups of educators for periods ranging from two to six days to share reports, discussions, and demonstrations relating to the solution of reading problems. Some summer institutes, devoting two weeks or more exclusively to reading, have given credit to three or four hundred registrants. Certain conferences on reading, without the lure of credit, have enrolled for short terms a thousand or more members.

Some of these reading institutes have concentrated entirely upon the subject of reading failures and disabilities, giving instruction in causes, types of difficulty, and suitable remedial measures. On the printed programs have appeared such topics as clinical procedures in reading diagnosis, types of reading deficiencies, causes of retardation in reading and methods of eliminating them, the teaching of reading to the visually handicapped child, case histories of children presenting visual difficulties, hearing impairments and remedial measures in relation to reading programs, adapting instruction to the needs of poor readers, instrumentation in diagnosis and remedial teaching. Many institutes have provided for demonstrations and actual training in the use of various instruments for testing and training eyes in reading, such as the ophthalmograph, metronoscope, binocular, flashmeter, teleyetrainer, korect-eyescope, scotomograph, and also the audiometer for testing hearing.

Increasing Emphasis Upon the Whole Child and the Total Reading Program

There is, however, an increasing tendency for reading institutes and conferences to deal with the whole child in the reading process and to consider the total reading program. In the reading institutes and conferences of 1940 many aspects of the teaching of English were discussed, such as the cultivation of reading interests and tastes, literature and the creative response, the development of critical thinking in relation

to reading, the role of discussion techniques in language development, the relation of the radio and motion picture to language development, the role of creative dramatics in language and reading stimulation, the use of the school library in the reading program.

The failure of many boys and girls at the high school level to interpret accurately what they read has led to increased emphasis upon the role of the elementary teacher in developing the ability to grasp meanings from the printed page. Children's definitions given in tests and examinations show the tendency of young people to confuse words that look and sound alike and the danger that they will get half truths and erroneous notions from their reading: "A synonym is what you eat on toast." "A refugee keeps order at a football game." "To germinate is to become a German." "A blizzard is the inside of a chicken."

Of great importance to teachers in the elementary school is the increasing stress on the extension and expansion of first-hand experience as essential to growth in interpretation of meanings. Some reading conferences have included discussions of the value of rich experience in seeing, hearing, touching, tasting, smelling, and doing which must precede and accompany reading activity if the child is to develop the imagery which will make books enjoyable and meaningful. Stress is placed also on the postponement of reading until the young child has had the opportunity to develop happy social relationships in the school situation, and an intellectual curiosity and eagerness for the materials found in books. Emphasis is put on the selection of reading materials suited to the child's capacities, experiences and interests, and on the use of a wide variety of methods to help young readers in mastering vocabulary and in gaining thought from printed symbols.

Unfortunately little has been printed

from the millions of weighty words spoken at reading institutes and conferences of the past few years. The proceedings of reading conferences which have been held at Claremont College, Claremont, California, annually since 1936, have been made available in mimeographed form. Addresses delivered at summer reading institutes held at George Peabody College for Teachers have been published in the *Peabody Journal of Education*. Proceedings of the last two summer conferences on reading held at the University of Chicago have been published in book form. The latest volume entitled, *Reading and Pupil Development*, published in October, 1940, by the Department of Education, is especially interesting in its emphasis on the place of reading in child growth. In the introductory statement on the theme of the conference, Dr. William S. Gray said:

The professional books on reading published during the past decade have been concerned predominantly with diagnosis and remediation. Indispensable as such studies and discussions are, they have unfortunately exerted a restricting influence on reading instruction. Many schools, for example, have become so deeply absorbed in improving the status of poor readers that most of their constructive effort in the field of reading has been directed to diagnosis and remediation. . . . We are now on the threshold of a new era with respect to guidance in reading. Owing to changed conceptions of the function of the school, recent discussion of reading places increased emphasis on the ends to be attained through reading without neglecting in any respect essential reading attitudes, habits, and skills.

The New Era in Reading Instruction and Its Implications for the Teacher

A study of the discussions reported in this volume leads one to believe that the teacher of the new era in reading guidance will consider more carefully the content of reading material: its value to the child in interpreting and enlarging his experience; in promoting sympathy, tolerance

and goodwill toward other people; in increasing his enjoyment of humor, fun and adventure; and in developing and satisfying worth-while interests and purposes. Extensive individual silent reading for pleasure and general information will be balanced by some intensive group study of materials related directly to group problems and purposes.

The teacher will guide group discussion to help the child discover hidden meanings, comprehend unusual phrases, enjoy subtle humor. Effort will be made to aid him to appreciate colorful and vivid words, to play with words and discover the many different meanings which a single word may have when combined with other friendly words. Interests and appreciations in reading will be developed by using many kinds of books in a variety of ways. Books will provide information needed for constructive and creative art; selections for choric speaking and for dramatization; the basis for oral reading, oral reports and discussion; the answers to eager questions in nature study and physical science.

The teacher will realize that growth in personality depends to a great extent upon the child's attitudes and that a happy and enthusiastic attitude toward all learning will be formed only if he has the opportunity to experience success and approval. Attitudes of fear, anxiety, defeat, aversion to school, defiance of group rules, are all unhealthy traits characteristic of children who are non-successful in learning to read.

Since children differ greatly in capacities, it is evident that fixed standards for reading, uniform materials and methods cannot meet the needs of all pupils. The primary teacher of this new decade must have available a great variety of books and materials, must study children's responses and vary procedures to meet individual needs. Thus at the beginning of school life she may set the child on the road to success and avoid

these painful deficiencies at later levels which are now causing educators concern.

Some Plans for 1941 Summer Conferences

Announcements of summer reading institutes and conferences for 1941 have been made by colleges and schools of education in many states. The George Peabody College for Teachers, which was the first to provide a reading institute including actual training in techniques of improving reading instruction, will hold the fifth annual reading institute July 7 to 15, under the direction of Ullin W. Leavell. The program this year will emphasize children's literature, reading at the different grade levels, speech reeducation, and remedial work in reading.

The annual conference on reading at the University of Chicago, which has attracted each summer twelve hundred or more delegates from every section of the United States, will hold the fourth session from June 25 to 28 under the direction of William S. Gray. The central theme of the conference this year is "Adjusting the Reading Program to Individuals". The various sessions will include discussions of the characteristics and differences among learners that affect the reading program; administrative provisions for individual differences, basic techniques of adjustment in reading; techniques of adjustment in promoting growth through reading in various school subjects; nature of adjustments in teaching to meet the needs of unusual learning types; adjustments to individual differences in developing reading interests and tastes; adjusting the library to the needs of individuals.

The earnest teacher interested in the improvement of reading in her own classroom will certainly find her peculiar problems met in one of the numerous conferences, institutes, and courses upon which the summer sun of 1941 will shine.

By MORRIS R. MITCHELL

Serving in a Friends Volunteer Work Camp

Mr. Mitchell, State Teachers College, Florence, Alabama, describes the Friends volunteer work camps and their vacation possibilities for teachers interested in understanding and in helping to solve some of the social and economic ills of today. This article serves as a practical illustration of some of the things Mr. Mitchell discussed in "The Importance of Socially Useful Work in Childhood Education" (Childhood Education, January 1941), which is being translated into Spanish by the A.C.E. Branch at the University of Puerto Rico for distribution to Central and South American countries.

WORK CAMPS are growing in popularity. They may develop into a movement. More important, they will surely effect our national concept of education, giving to schools greater realism, broader vision, more will to learn through serving.

Author's Note: An attractive, concise, illustrated bulletin may be had on request from the American Friends Service Committee, 20 South Twelfth Street, Philadelphia, Pennsylvania. The actual cost for the period (June 27 to August 22, this summer) for each volunteer is about \$100. Of this amount most are expected to pay at least \$75, the regular camp fee. Some scholarship assistance is available. If you are interested in considering a work camp experience, arrange to see one of the 16-millimeter, silent films of work camps put out by Harmon Foundation, 140 Nassau Street, New York City. *Youth Lends a Hand* is a composite film, two reels, photographed at eight of last summer's camps. There are other prints such as *Work and Contemplation*, also two reels, treating only one camp, that at Cooperstown, New York. Harmon Foundation has separate films on most of the recent camps. Rentals for one day's showing, \$1.50 per reel plus transportation.

¹ Miss Naomi Binford of the American Friends Service Committee adds: "Not only are the camps made up of college students, graduate students, college graduates, but are open also to any mature young person whether or not he has had college work. We hope to have more and more of such young people in our camps, as we are able to interest labor groups in our projects."

There are to be fifteen camps operated by the Friends (Quakers) this summer. The campers are college and graduate students and college graduates.¹ Last summer thirty-three states and three foreign countries were represented; there were members of twenty-one denominations and eighty-two colleges. Most of the camps comprise about ten men and ten women. Then there is a director and his wife, a dietitian, a nurse. Quarters are simple. The food is simple, good, ample. The campers prepare the meals, care for quarters, do own laundry. Each camp has a definite project such as building a dam, a house, a barn for a cooperative dairy.

The purpose of the Friends in operating the camps is to foster friendship, to encourage peaceful means of solving national and international strife by foresight, study, work. The purpose is not to make Friends. Only one-fourth of the campers last year were of that society. Those who go are seeking many values. Areas of social tension are the setting of the camps. The group purpose is to learn about the causes and remedies of these tensions by sharing in the life of the community, studying the difficulties, and helping to solve them through cooperative, non-violent, techniques. One may learn much of a new geographic area, gain in physical fitness, enjoy that quality of companionship that can come only through generous giving to a common, practical purpose. Only those who are willing to sacrifice something in the cause of world harmony, who are willing to live cooperatively in a group, do



For want of a nail no shoe was lost

hard labor, and study social and economic problems sympathetically should apply.

This summer the Friends will hold the following camps with general purposes as stated:

Camps in the Coal Fields

Pen-Craft, East Millsboro, Pennsylvania—Helping coal miners build a new community.

Scotts Run, West Virginia—Working with self-help cooperatives among coal miners.

Camps with Cooperatives

Cooperstown, New York—Participation in a producer cooperative that is changing a county by proper woodlot management.

Circle Pines, Cloverdale, Michigan—Building a consumer-cooperative recreational center.

Camps with Rural Rehabilitation Projects

Macedonia Cooperative Community, Clarkesville, Georgia—Assisting in the construction of a rural cooperative community.

Abbeville, South Carolina—Building a new pattern of rural community life; developing better agricultural methods.

North Weare, New Hampshire—Improving community facilities for a rural New England town.

Merom Institute, Merom, Indiana—Constructing new equipment at Merom Institute which is developing new patterns of community organization. (In cooperation with the Congregational Church).

Madisonville, Tennessee—Constructing a demonstration dairy farm in mountain country of Tennessee.

Camps among Migratory Workers

Delano, California—Working with inter-racial and migrant people. (In cooperation with the Methodist Episcopal Church).

Santa Clara County, Mountain View, California—Establishing a new community for migrant workers.

Church of the Brethren Work Camp, Yakima, Washington—Community work with migrant hop-harvesters. (August 2 to September 27)

City Work Projects

Chicago, Illinois—Playground construction in the Negro-White Fifth Ward.

Reading, Pennsylvania—Development of recreational facilities in a hosiery industry city.

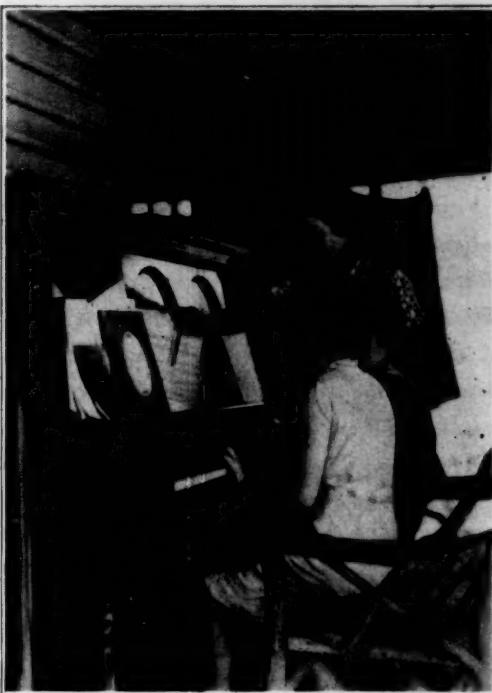
Labor Temple, New York City—Renovating the country's leading labor church and assisting the staff in recreation program.

The daily schedule is about as follows:

5:30 a.m.	Rising bell
6:00 a.m.	Breakfast
6:40 a.m.	Group meditation
7:00 a.m.	Work on project
12:00 m.	Lunch
1:00 p.m.	Work on project
3:30 p.m.	Rest, recreation, study
6:30 p.m.	Dinner
7:30 p.m.	Lectures and discussions

There are hundreds of thousands of teachers in America today who would be bettered by sharing in this type of experience, and who would find immediate and permanent satisfaction in so doing. Reason tells us that our schools must serve their communities. But we do not know how to take hold ourselves, much less how to guide children to do so. The Friends are experts at inducting volunteers into this field. Through eight years of intelligent

effort they have a contribution for teachers in search of a tremendous vacation.



A camper teaches local children to play the piano



At work on the earthen dam

The Problem of Records For The Kindergarten Teacher

"You don't see a child 'till you write down what you observe about him," says Dorothy Baruch, director of the preschool at Broadoaks School of Education, Whittier College, California, in the January, 1941, issue of the "California Journal of Elementary Education." In this article she tells why record keeping is important, how to keep records even if one has too many children, and describes the kinds of material "the teacher needs if she is to see a child whole enough to guide him wisely."

ONE OF THE most pressing problems for the kindergarten teacher today is how to take records. If she is a perceptive person, sensitive to her need to meet each one of her children's needs, she is bound to ask herself, "How can I get a valid picture of what is happening to each child in my group? How can I see accurately what development is taking place, or is not taking place? How can I see what each child's progress or lack of progress means, so that I may guide him wisely toward a better life?"

Perhaps she does not know the devastating statistics which estimate that more children whom she teaches will eventually reach mental hospitals than will reach college. Perhaps she does not know that many, many more grow into the kind of people who fail to live the good life, who are needlessly crippled by their own emo-

tions, and who fail therefore to be at peace either with themselves or with society.¹ Perhaps she does not realize that such facts put a challenging responsibility onto her shoulders. For, the kindergarten years are formative years, and if she provides wisely for the needs of these children, she may well be doing her bit toward nullifying such threatening predictions. If she guides wisely, if she meets individual needs well, she will help the strong to grow stronger; she will salvage many of the weak. She will make a telling contribution to democracy.

Her first step in providing for individual needs is to recognize *what* individual needs exist for each of her children. To this end, she must get a realistic and concrete picture of each of them. Nor can it be a static picture. It must instead be a dynamic picture. Into it must go, first, careful *observation*, and, second, understanding *interpretation* of *what the observed facts mean*.

To make the last statement clear, let us take a swift glimpse at two children. Both are somewhat "grabby". They frequently snatch toys from others. This is a fact readily observed in the behavior of each. But the meaning of the fact can be seen only in the light of other facts which serve to interpret what is observed. The first boy has never played with other children. He has always gotten what he wanted from the adoring grown-ups in his family. The second boy has an older brother who has bullied and brow-beaten him. He has been timid and afraid of other children. The "grabbiness" is a brand new sort of behavior for him, evidenced only after three

¹ See "The Basic Needs of the Child," by Lawrence K. Frank. Chapter I in *Mental Health in the Classroom*. Thirteenth Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association, Washington, D. C., 1940.

months of complete submissiveness in the kindergarten. Obviously, the first boy's snatching proclivity can be seen as a lack which will mend with experience. The second boy's, however, can be seen not as a lack, but as an asset. It is a sign that he is overcoming the timidity that has crippled him. It is a swing toward courage and mental health.

The fact that data are needed to round out any observable picture of a child is illustrated, too, by a story of a certain psychologist. She took a child's name and age from the bulletin board, had him identified by a student teacher, then took him to the testing room. When she returned, she said to his teacher who had been away a moment when she had taken the child, "His I. Q. is only 76. He just didn't seem to understand." His teacher laughed. "Didn't you know?" she asked. "He's only been in America about a month and he doesn't understand English yet." Needless to say, in view of this background data, the child's observed test performance held quite different meaning.

If a teacher is to see a child *whole* enough to guide him wisely, she must see him in context of his own past and of the environment in which he has lived. Among the materials which give her both portrait and perspective she will number the following kinds:

Observational Material (1) How he acts *now*. (2) How he acts a month or two or three months from now, when his behavior *then* is contrasted with his behavior *now*.

Interpretative Material (3) What his behavior means in terms of his health history. (4) What his behavior means in terms of his maturational history. (5) What his behavior means in terms of his "training" history. (6) What his behavior means in terms of his family "climate"—family relationships and tensions.

Getting Observational Material

How the Child Acts Now. No observation of a child is accurate after it has become "cold." It is impossible to remember with definiteness how a child acted a month back. Yet, the task of making periodic recordings of the behavior of each child in a kindergarten seems like a stupendous task. It is stupendous when the teacher thinks in terms of "reports on all thirty (or forty) at the end of each month." Thirty or forty reports all at once! The mind and the pen grow stale at the sixth or seventh. But "all at once" is not the only way.

Two children can be under focus at a time. "Today," the teacher can say to herself, "I'll glance often at Tony and Ruby and notice what they are doing, what their physical, intellectual, social and emotional behavior is like. I'll jot down notes in passing if I have time. But I won't make a chore of it. This noon I'll take twenty minutes to compile the mental notes I've made during the morning. I'll get them down onto paper." Two children each day lessen the chore. And in a month's time, reports are written on every child.

Further Pictures. Then the round can start again so that by the end of the semester, four or five progressive pictures are available. Each view contrasted with the last shows what is happening. Such records can be shared with parents. They can be used as first steps in glimpsing needed guidance. A form like the following example, which is convenient and suggestive, can simplify the task considerably.

In addition to an observational summary of this sort, the teacher may want to make a list of each child's outstanding problems.² Psychological tests and reading readiness tests can furthermore highlight and segregate certain phases of development and bring in supplementary information.

² See "Check-List of Problem Behavior of Preschool Children" for a form on which this can be done conveniently. Dorothy W. Baruch, *Parents and Children Go to School*. Chicago: Scott, Foresman and Company, 1939.

KINDERGARTEN OBSERVATIONAL SUMMARY

Child's name.....School.....
Teacher

A. Motor Control.

- I. Large muscle coordination—General ease with which child manages body in running, climbing, rhythms. Any marked clumsiness.
- II. Fine muscle coordination—Ease with which child sets nails, paints or uses crayons, carries paint pans. Any confusion in handedness.

Date:

Comments: ³

B. Intellectual Development.

- I. Concentration — Flightiness, normal degree of concentration for age.
- II. Problem solving—Ability to work out own problems, dependency on teacher or other children for solution to problems.
- III. Language — Spontaneity in use of language. Any observable speech problems as stuttering, infantilisms, substitutions.
- IV. Main interests.

Date:

Comments:

C. Social Adjustment.

- I. Give and take with other children—Manifestation of a good balance between giving and taking (standing up for own rights, respecting rights of others). Willingness to take turns and share. Manifestations of over-assertiveness toward other children. Withdrawal from others (shyness, solitariness). Continuous giving in (over-submissiveness).
- II. Attitude toward authority—Manner of acceptance of a few important rules and regulations. Any marked negativism or imperviousness.

Date:

Comments:

³ There should be four or five repetitions of "Date and Comments" in this and the following sections with space underneath so that comments can be written in each month. Omission here is to conserve space.

D. Emotional Adjustment.

- I. Spontaneity — Outgoingness, expressiveness.
- II. Withdrawal — Shyness, shut-inness, inexpressiveness.
- III. Dependence — Dependence on adult for settling of quarrels, stimulation of activity. Any evidence of clinging and excessive need for support. Excessive demands for attention.
- IV. Aggression — Expression of "meanness," toward other children, toward animals. Destructiveness. Evidence of aggression in various other activities (painting, verbalization, dramatizations).

Date:

Comments:

Note on the above form that the items listed in each section are merely suggestions as to phases of development that may well bear observation. The teacher uses these suggestions as a flexible sort of guide in making her comments. Thus comments on intellectual development might read:

Date: 5/2/41

Comments: Paul concentrates longer than most of the children. For example, he worked half an hour today on a wooden boat. He reasons well on problems dealing with materials, i.e., how to build blocks to get the effect he wants, how to hold his saw for most efficient cutting; but he needs help in social problems. Speech is excellent, enunciation clear, vocabulary large for his age. He talks spontaneously with adults but not with children. His main interests: working with wood and conversing with teacher.

Getting Interpretative Material

Health History. A series of surgical operations has been John's lot. Victor has had encephalitis. Peter has, during the past year, had measles, mumps, and whooping cough. Such facts are significant. They help to interpret John's timidity, Victor's instability, Peter's listlessness.

What diseases has a child had? What operations and accidents? What immunizations have been given? What present physical disabilities exist? Are there allergic

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conditions? Is the child well-nourished? Are there any physical facts about which the teacher should be aware and for which she should make allowances?

A physician's report,⁴ when available, is the most helpful source of information on these points. In groups where children have been under pediatric care, it is possible on entrance to ask that mothers have the doctor send his statement. In other situations, a school physician may examine the child for present physical indications, and the parents' statements be accepted on immunizations and the incidence of disease.

Maturational History. Has this child's development been slow all along? Has it been fast in some ways, slow in others? Did he walk, teethe, talk late? Early? Have there been any unusual deviations in the course of his development? Or has his maturation followed the usual course?⁵ These facts can be obtained from the parents. A form for them to fill out either before or soon after entrance⁶ can bring to the teacher many usable points which help her to understand better what she sees.

"Training" History. We are realizing with increasing clarity, that early experiences which entail denial and frustration have lasting effects upon personality.⁷ Stubbornness, extreme aggressiveness, fear and anxiety are samples of the kind of problems that grow out of an overly-strict training program. Has the child been forced to eat? Has a very strict feeding

⁴ For a suggestive form see "Data from Pediatrician." *Op. cit.*, p. 418.

⁵ For a survey of maturational indices see Arnold Gesell, *The First Five Years of Life*. New York: Harper, 1940.

⁶ Again for a suggestive form see "General History." Dorothy W. Baruch, *Parents and Children Go To School*. Chicago: Scott, Foresman and Company, 1939. Pp. 422-429.

⁷ See Benjamin Spock and Mabel Huschka, *The Psychological Aspects of Pediatric Practice*, New York State Committee for Mental Hygiene, 105 East 22nd St., New York City, 1938; E. Joyce Partridge, *Baby's Point of View* (New York, Oxford University Press, 1937), and Lawrence K. Frank, "The Basic Needs of the Child," Chapter I in *Mental Health in the Classroom*, Thirteenth Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association, Washington, D. C., 1940.

schedule regardless of his appetite been adhered to? Has toilet training been started too early? Has the child as an infant been left to "cry it out?" How have the child's errings from grace been handled—with severity or with tolerant patience; with continuance of love or with withdrawal of affection?

Too much frustration and denial in the "training" history will call for the kind of guidance that provides belated satisfactions and release of "piled up emotion."⁸ They are important factors in the child's development. Knowledge of them brings to the teacher considerable insight into how a child has become what he is. She is then in a far more strategic position to interpret his behavior and to help him grow.

Difficulties in the training history appear easier for parents to talk about than to write about. It is a good idea, therefore, to have a conference in which the teacher expresses interest in what has happened earlier in the child's life in connection with the "training" program. The parent is likely to produce not only facts but also feelings. And these feelings in turn broaden the picture.

Family "Climate." Tensions in the family are known to be reflected in the child. They impinge on his personality. Anything that bothers a parent also indirectly bothers the child. Anxieties in the parents show in the child. Sturdiness and harmony in their relationships also show in the child. Seeing into the kinds of relationships and tensions that have been a child's lot will make his teacher more understanding of him. It will mould her own relationship to him into patterns more fruitful for his progress.

⁸ See Lee E. Travis and Dorothy W. Baruch, *Personal Problems in Everyday Life*, New York: D. Appleton-Century, 1941, Chapter 7, for a discussion of this point. Also, for application to kindergarten situation, Dorothy W. Baruch, "Therapeutic Procedures as Part of the Educational Process," *Journal of Consulting Psychology*, Vol. 4, No. 5, pages 165-172, September, 1940 (reprint obtainable from New York State Committee for Mental Hygiene). Address above, footnote 7.

But family relationships and tensions do not write themselves down readily onto a set form or questionnaire. A parent will hesitate greatly to put into writing something that bothers him. But when a parent is at ease, talking comfortably with an understanding teacher, items that are bothersome are apt, as one teacher put it, "to simply roll out."

It is a psychological fact that confidential talk with someone whom a person trusts does move of its own accord to troublesome areas. Sympathetic listening on the part of the teacher is far the best broadener-of-insights. It is far the best introduction to the subtler influences that have shaped a child's personality.

In confidential talk, feelings come to the fore: Perhaps a parent's anger is expressed at a child's stubbornness—"Since birth he's cried till he's gotten what he wants. It's driven me wild." . . . Perhaps chagrin is vented at the other parent—"I can't make his father see my way. He's impossible." . . . Perhaps disappointment in self comes out—"I'm a complete flop as a mother."

Expression of feelings serves a double role. It relieves pressure for the parent. A good, round getting-things-off-the-chest usually does. And it deepens the teacher's understanding. But it will serve these roles only if the person on the listening end, the teacher, remains non-condemnatory and acceptant. She must be constantly *with*,

never *against*, the person talking. As soon as the teacher becomes judgmental, as soon as she begins to feel that what is being said is "wrong" or "bad", as soon as she begins to censor—then the parent grows uncomfortable and her (or his) sense of pressure and strain increases. The teacher has done harm instead of good by intensifying rather than lightening the parent's burden.⁹

"Rapport" is the word that has been used to describe the relationship of parent and teacher in this conferencing process. Sharing records with parents such as the observational summary shown earlier can constitute a worthwhile step toward establishing rapport. From such records parents glean visible evidence that the teacher is interested enough in their child to have observed him carefully. Working together happens naturally. More conferences come and invitations for the parent to observe at the school, and more conferences. What began for the teacher as a question about what to get down on paper expands into a matter of growth in understandings. It embraces the teacher's growth in understanding the child. It reaches out into the parents' growth in understanding not only the child, but themselves and *their* school. It is not an isolated matter, this problem of records.

⁹ For further discussion of conference techniques as well as of attitudes of teacher toward parent, see Dorothy W. Baruch, *Parents and Children Go To School*, Chicago: Scott, Foreman and Company, 1939, Chapter 6 and biographical references at end of that chapter.

The Dirigible

The biggest real airship
That I've ever seen
Looked more like a fish
Than a flying machine.
It made me feel funny
And just as if we

Were all of us down
On the floor of the sea
While a big whale above us
Was taking a swim,
And we little fishes
Were staring at him.

Jane, Joseph, and John. By Ralph Bergengren.

Learning to Work Independently

Many teachers ask, "How can I have an activity program with so many children and no equipment?" It can be done. Miss King who teaches the first three grades in the Jackson School, St. Louis, Missouri, describes how two kinds of activity periods can be carried on successfully in a room with fifty-three children six to nine years of age. This description is one of several published in the second A. C. E. membership bulletin for 1941, "Independent Work Periods."

IN THIS group are fifty-three children ranging in age from six to nine and from grades one to three. This variation is due to the transfer of a great number of children to us when a neighboring school was condemned. We have found through experience that it is best to keep the children with the same teacher for two years. So the newcomers were distributed according to our best judgment as to their mental and social maturity.

The discrepancy in age and grade is not the problem which at first glance it may appear to be. The difference in age is barely noticeable. There are small third graders and large first graders. As they seem to merge in size so do they merge in maturity. There are mature six-year-olds and immature nine-year-olds and in the one activity, reading, in which we might expect a definite line of demarcation we find some in the third grade unable to read and some in the first and second reading fluently.

These children are from families of the lowest income group. Their parents, many of them born in Italy or Poland, are on relief or W.P.A. Their homes are poor and

overcrowded. The children are poorly clothed and undernourished. The school is the one secure thing which they have, and upon it rests the responsibility that they learn the amenities of society which are necessary for successful and worthwhile living. If the school is to help them to discover their possibilities, to gain a feeling of independence and accomplishment, and to stimulate them in such a way as to fire their ambitions, it must provide the proper background. It must allow for free play of the imagination; for creative work; for purposing, planning, carrying out activities and evaluating for cooperative living. Feeling this way I have attempted, with the least possible expense, to equip my room with those things we need.

Five large round table tops each fastened to a small primary table provide better working space than the small desk tops. Since blackboards cover three walls dark green burlap tacked over one provides a bulletin board, attractive and adequate to hold our many important notices. Under this bulletin board and flush with the chalk rack has been placed a simple, movable three-tiered shelf. Toys are placed on top. Below are cheese boxes, painted, adorned with metal name plates and separated by lathing which serves as adequate drawer space for small personal belongings. Another shelf holds games and puzzles, while a third is filled with books of every description. An old oak table lowered and painted to harmonize with the rest of the room serves as a work bench. A painting easel occupies a corner of the room and a congoletum rug, designed with checker boards, shuffle boards and other games has

proved a worthwhile addition. Besides the pictures which are bright and attractive, there is a large mirror. Much use is made of it when costumes are being designed. In addition, it has proved quite an incentive to cleanliness.

With blocks, trucks, boats, dolls, puzzles, scraps of odd-shaped wood obtained from a planing mill, plenty of nails, tools and books there is much to do and from the interest in these things as toys, at the beginning of the year, other interests grow and develop. Eventually as days and weeks pass, playing takes on real meaning—the hammering together of two pieces of wood gives place to the building of a sampan, a Chinese pagoda, a fireplace, a spinning wheel, an Italian fruit vendor's push cart or whatever is necessary. The dressing of dolls changes to the dressing of puppets; painting of pictures to the painting of scenery for the play; drawing to the making of maps or illustrations for magazines.

We Begin the Day With a Work Period

This work is not aimless. It is planned. Reading, writing, and arithmetic are going on all the time but hand-in-hand are the all important "Interest" and "Cooperation." Children are helping and stimulating one another constantly, and the teacher sees their strengths, their weaknesses, and their possibilities as she recognizes their growth in independence, perseverance and dependability.

When children are not given assigned seat work to do one does not find them working in the traditional school-room atmosphere. Instead voices rise and fall, a hammer bangs, a group sings, children and teacher move about. What are they doing? They are doing those things necessary for the fulfilment of their desires.

Perhaps they are getting ready for a play. Children singly and in groups are happily

employed in making costumes, practicing, painting scenery, making props, and in writing programs and invitations. Again, in anticipation of a party, they may be making favors or decorations, icing cookies, and making lemonade. Christmas may be coming and presents are being made of wood and clay and cloth. The laundering of doll clothes or finished gifts may be in progress or a bit of cloth for the rag rugs may be taking on a more exciting color in its bath of dye while groups may be gathering around a can of red wax, dipping the much desired Christmas candle.

The weather may be interesting. Some find watching the mercury rise or fall quite intriguing. Others may be making a chart on which to record the daily temperature. Still others stand at the window and just enjoy the falling rain or snow, sometimes humming softly and often asking questions about the mysteries of nature, as they occur to them.

With no holiday, play or special occasion demanding attention the checkers, ten pins, shuffle board, target games and lotto may be very absorbing for some while others struggle with puzzles, build with blocks or cardboard our city, a Chinese village, the airport, an Indian encampment on our river front, depending upon the general subject of interest. Some may be working industriously drawing a map aided by others who seek in geographies the much needed information as to the position of the wall of China, the course of the Mississippi River, the location of Los Angeles where Leo has gone.

Perhaps the results of the presidential election or other interesting news written in simple language is being read from the bulletin board while pictures of current events, formerly posted above a simple explanation and no longer the latest news, are being pasted into a book made for that

purpose. The cardboard box moving picture "machine" must be made to work properly, while across the room a puppet or shadow show is being practiced.

The teacher is called here and there. She helps as the correct number of yards is measured from the bolt of cloth, or quarts of water and cups of sugar are measured for the lemonade. She suggests there will be less argument over the score if the numbers are written neatly. She previews the movie and the puppet show and encourages the timid children. She writes the questions asked by the group interested in the weather so that they will not be forgotten and directs them to the proper books for the information. She makes notes of the things causing trouble, of carelessness, of things to encourage, of possibilities for future development, of children failing to participate or she takes full possession of the group and so on for an hour and a half. Then the recess bell rings. The children go or not as they wish, but it is understood that for the remaining hour and a half the hammering, sawing, singing and all unnecessary talking and walking about must stop. The teacher's time no longer belongs to all. She will give her attention to the few.

The Independent Work Period

The second part of the morning finds many returning to their incompletely completed work. Those formerly engaged in a noisy enterprise either join another group or find some quiet occupation. Some choose a partner, sit in the hall and read story books; others help one another write to Santa Claus or to Mother asking permission to go on a trip. Some weigh themselves on the scale and mark their weights on the chart, others straighten the bookcase and place the books under the proper labels previously arranged. Some make a calendar of the new month while others set

about copying corrected stories and illustrating them in the room magazine so that it will be neat and attractive when presented to the school.

A small group of ten or twelve gathers around the teacher. The room is quiet. What had they decided to do the evening before when the schedule was made? Are they going to read or is it more important that letters of thanks be corrected? Are the stories for the magazine piling up and demanding attention? Is this the group who, knowing how to add scores of one number, wish to have a bit of variety and excitement by learning to add scores of larger denominations? No time is taken now. The decision was made the day before and, unless unforeseen circumstances arise, a half hour each is spent with three groups of children working quietly with the teacher at the activity previously decided upon.

Scheduling the time for these quiet group meetings takes away from the possibility that reading, writing and arithmetic become haphazard and incidental. This scheduling is not left to the children though it is discussed with them. The first grade remembers the teacher had promised to let them read to the kindergarten and so must be assisted in getting ready. The third grade reminds her that they have found the answers to questions that arose during free discussion time as to why leaves change their color in the Fall and why Christmas trees do not lose their needles. They wish to discuss them with her before presenting them to the class.

Another group composed of all grades has been working on a Hallowe'en story and needs help so that it can be read in dialogue and presented as a play. The puppet show can not progress unless assistance is given in outlining the story step by step. So, listening to their requests and weighing and measuring the importance of each, time is allotted so that all may be

helped and in so far as possible receive equal attention. Of course a group of fifty-three children in itself is a difficult teaching problem. Though it is as impossible to give equal assistance at one and the same time as it is to hope that all will hold the same degree of interest in any one thing, nevertheless, through the year there is a constant shifting of the degree of interest from one thing to another and from one group to another so that in the end all take part in the development of an undertaking and each receives his due share of attention.

The afternoon is quite different. We gather together at one o'clock to discuss our work of the morning, to iron out difficulties and to decide what shall be done by those entitled to the teacher's undivided time during the "Quiet Hour." Often questions concerning anything and everything are presented, and it is through pondering and discussing these that our interests become focalized, for the "Center of Inter-

est" which we, as teachers, feel holds a group together and which aids in its development does not just happen. It emerges. A discussion of the weather may lead to the study of the school's heating plant and eventually to the study of fire, electricity, steam, railroad engines and steamboats. A discussion of the smoke pall hanging over the city may lead us to consider the necessity of cleaning air as we have cleaned our drinking water—thus to the Mississippi River and all it has meant to our city. The mention of the North Pole in relation to Santa Claus may start an interest in the globe, the rotation of the earth and in the Chinese who live directly behind us. The story of Columbus may interest us in our parents' native land and Italy may become the "Center of Interest."

Children, after all, are alive, active, eager, curious and interested people. They know so little, desire so much, and are capable of infinitely more than we realize.

Little Robins

Little robins have to mind their mothers
Like little girls and their brothers.

Once a young redbreast ventured to the street,
With a *trip-trip-trip, trip, trip*, straight ahead.
And how his mother's wings fluttered and beat,
When she flew to him from the tulip bed!
She fluffed herself up and got in his way;
She made him turn himself right around
And go back to the lilac bush to play;
And the little robin didn't make a sound.

—By Floy Perkinson Gates.

Building Music Reading Readiness

"Music reading methods are antiquated," says Miss Schwin, instructor in music at Western Reserve University. She describes how ways of teaching reading may also be used in teaching children to read music, thus bringing music reading up-to-date.

METHODS of teaching children to read music are behind the times. Although individual teachers are conducting experiments to find the best way to approach music reading, the teachers' manuals for the various school music texts now on the market continue to use the "song method" which parallels in theory the system used in the Aldine Readers published in 1910.

There have been times in the history of the two kinds of reading when exact parallels could be drawn. For example, the A B C method in reading was fairly close chronologically to the scale method in music, but it is obvious that reading methods have always led the van and music has had to hurry to catch up. And so it appears to be the case today, for since 1925 the experience method in reading has held the attention of those educators who are constantly searching for better ways to teach children to read.

And so with reading in the lead with the experience method, what is the recommendation for music after this thirty-year "sit-down?" Music education can be condemned on three counts:

If the reading method current in 1910 had obtained the best results, first grade children

would continue to be taught to read by that method today.

Any honest music teacher will tell you that the song approach is splendid in theory, but when children continue to come to the seventh grade year after year unable to read music, then it is time that we threw that method overboard and looked around for a better one.

Music teachers should learn to be governed less by opinion and more by facts. General educators are frank to say that to them nothing is certain until some research has been done to prove it.

No use in standing around and groaning. Why not do something about it? Assuming that giving children training in the ability to read music and that the satisfaction in the possession of the added skill will aid in attaining the general objective of music education—that of inculcating a genuine love and appreciation of music—then why not look into a first grade where some children are learning to read?

How Do Children Learn to Read?

A new element has been incorporated in the reading picture. It is that of reading readiness. What use can music teachers make of it? They can see that children are different from each other and that research has tentatively set six years and six months mental age as the one at which a child may begin to read. This must account for the fact that the class is divided into several groups and that each group has its own special material, be it primer, pre-primer, workbook, chart or blackboard.

And what are they reading about? They all seem greatly interested. The visitor had

better stay long enough to learn that he is seeing the "experience method" in operation. The vocabulary contained in the books and charts is based upon the interests and needs of these children, but where is the major emphasis placed? Not upon words (they take second place); comprehension is considered first of all. And who made up those stories on the charts? The children themselves with the help and guidance of a skilled teacher. Who would not be interested in studying his own work?

An opportunity to talk with the teacher during the recess period causes the visitor to ponder over such terms as "background experiences, desire to read, emotional stability, visual and auditory acuity, visual association, content comprehension, cues and clues." Why not apply these considerations in teaching children to read music? For instance, is every second grade ready to attack the problem of learning to read music? No, no more than every fifth grade is ready to sing two-part songs.

A well-known musician once said that he could not remember actually learning to read music. It seemed as though he had always known how, but he did remember sitting on his father's knee and watching his finger as he pointed to the notes in the songbook from which the entire family was singing. Isn't that the perfect setting for learning to read music—a need and an interest, with older brothers and sisters helping and having fun in the process?

Steps in Music Reading Readiness

It is possible to bring such a happy situation into the schoolroom and to apply the principles of the "experience method" in awakening a desire to read music and to develop some skill in doing it. Here are some ways in which it can be done. Let us classify them as steps in music reading readiness. For example, a group of second grade children have been picking out, by

ear, on the xylophone or the glockenspiel some of the songs which they have learned. One day the teacher challenges them by writing on the blackboard the words, listen, sing, play, find. She places in the chalk tray a half dozen flash cards with c-b-a-g, and c-e-g-c, and c-d-c in notation. She plays one group on the xylophone and the children do as the words on the blackboard direct—listen, sing with "loo" what they have just heard, while one eager child plays it on the xylophone and then selects from the cards the one which he thinks matches what he has just heard, sung, and played.

Another kind of experience is provided in the rhythmic activities period. Let us say that this same group of children has heard a number of short compositions played on the piano or phonograph. They have clapped, stepped, phrased, discovered the meter, the accents, and the figuration, and now with a clear concept of the muscular "feel" of each of these tunes, they are shown the notation of the rhythmic patterns of the first phrase of several and are asked to identify the one now being played. They quickly sense that eighth notes correspond to the running and quarter notes to the walking which they have been doing. What the children have been *hearing* and *feeling*, they now also are *seeing*.

What about a carry-over into an interest in learning to read music? Well, that bright-eyed girl in the sixth grade has a brother in the first grade. What fun to make up a song and teach it to her brother's class! A need for technical skills in music here? Any interest in figuring out the signature of the key of A-flat and the proper meter signature for "the rain is raining all around?" I should say so!

The sixth grade is singing "Ciribiribin." The fifth grade hears the song and asks, "Why can't we sing that?" The teacher goes them one better and says, "I have a

(Continued on page 428)

Taking the Comics Seriously

*Much has been written and said recently about the increasing number of comic magazines and their effects upon voracious young readers. Mr. Hill, assistant professor of education at the University of Pennsylvania, tells what parents and teachers can do to help youngsters profit educationally by their interest in the comics. Sterling North's editorial in the October, 1940, issue of *Childhood Education*, and his article in the March, 1941, issue of the "National Parent-Teacher" will also be of interest to those concerned about children and the comics.*

ONE OF my favorite cartoon characters is Aunt Het. Recently she criticized one of her neighbors, a teacher, in this fashion: "Bill is a highbrow, with a lot of college degrees, and I reckon he's smart in some ways; but his being too snooty to read the comic strips is just plain silly. How can he teach history like it was important if he feels above the history we're making? Folks that dig up our civilization are going to learn more about us from our comic strips than by looking at ruins."

Aunt Het's statement raises a question in the mind of the teacher. Do the comics represent our culture to their readers? Some people seem unconcerned about this question because they think very few people read the comics anyway. Of course there are some adults who do not read these cartoon stories; but there are very few children who do not.

We are told that about eighty million people read the Sunday supplement comics alone, that there are over twelve hundred different comics running in our papers, that

American newspapers with but few exceptions publish comics regularly. A recent survey among several hundred children in the fourth, fifth and sixth grades of schools in Philadelphia and its suburbs revealed that every child questioned read some comics regularly. The average youngster in these groups read twenty-three comics "all the time" and ten more "sometimes". That these children answered quite truthfully was demonstrated by the high scores they made on an information test about the comics. Other surveys have shown that reading the comics is one of the favorite diversions of children of all ages and that the interest is not restricted to children of this country.

Whatever our interest may be in the effect of comics on adults, all teachers and parents should be concerned about their influence upon children. What kinds of comics do children like? Surveys of children's interests in this respect merely confirm what the average parent and teacher already know. Children like comics for their adventures, suspense, and action. They love the comic character who is unfailingly brave, daring, and victorious. Humor is of secondary concern. Reading the comics is a serious business. In short, the comics are no longer comical.

What does constant reading of the comics do to children? We don't know the answer to this question. Some inferences may be drawn from observations of our own children and from an examination of the contents of the comics. The language used in most comics is very poor. The morals of some comics are very good; of others, very bad. Some of them teach and encourage habits of courage, fairness, and good

will. Others must leave a strong impression that murder, injustice, trickery, and exhibitionism are normal forms of behavior.

What Can Be Done?

Whatever one's judgment of the comics may be, one thing is sure: The teacher and parent need to exercise wise and tactful guidance in this area of child interests. If we help our children select their movies, their radio programs, their reading wisely, so should we encourage them to select their comics wisely. But, you say, the paper comes into the home and we can do little to prevent the child from reading all the comics it contains. Some papers have better comics than others. Letters encouraging the good and discouraging the bad comics receive the careful attention of most editors. But far better than these negative means of control, every parent and teacher can help youngsters to profit educationally by their interests in the comic sheet.

We must first—and this needs to start when we begin reading the comics to the youngster—encourage the child to distinguish between the real and the unreal in the comics. He must develop the "adult discount". This is only doing what we try to accomplish in his reading, his radio programs, and his movies. The difference between many "stories" and what real people do must be stressed. Fortunately children find it easy to grasp the idea of the unreality of the story.

In the second place, we can encourage the practice of moral criticism with the comics as our material. The villain grabs

the beautiful heroine with these words, "Well! Here's a nice treasure already! Come here, little girl." The hero arrives just in time and chokes the villain with these words, "You crazy devil, I'll tear your heart out for laying your hands on that girl!" The descriptive title for this last bit of drama reads, "Like a flash and wild with rage Ted grabs the scoundrel by the throat and chokes him." Left to himself, what kind of a lesson will your boy get from such a "comic"? If he follows through to the bitter end, he finds that the impetuous hero and the helpless heroine are saved, miraculously saved, and that the villain meets a horrible death. Besides helping the boy to see the unreality of the situations pictured, would it be too much to point out that the hero's actions were rash and unintelligent? The material is here available for some fine "what would you have done?" discussions. Such material taken from the comics could be arranged into an excellent course of study in ethical behavior. This may take a little of the fun from the comics, but what's a little fun compared with warped moral ideals?

Finally, as parents and teachers, we can use the idealized comic character of the high type to reinforce the ethical idealism of the child. Skeezip fights his battles, Annie Roonie meets disappointment, Barney Baxter overcomes odds—but all of them do it in a way that represents the American ideals of fair play and perseverance. Youngsters like such comics if they get a chance to read them. We can encourage this kind of reading, just as we can encourage other reading, by making the best available.

*The underlying sadness and hollowness of much modern life is due not to poverty nor to too great labor but to an absence of depth, a fear lest meditation should show the emptiness of the affair we call life.—William Ernest Hocking in *Farmers in a Changing World*. Quoted by Charles Swain Thomas, *Harvard Educational Review*, March, 1941.*

So You Are Off To Summer School

To mention all the opportunities for summer school experiences throughout the country would be impossible. Here is a summary story of some of the possibilities, prepared from all the summer school announcements received by Childhood Education before this issue went to press April first.

GONE ARE the days when there was no choice but to settle down for six weeks of summer school if one wanted to do a bit of freshening, earning credit toward a degree, or have the experience of various professional contacts. To day schools are offering an extraordinary variety of experiences. Reading the announcements for summer opportunities makes one feel she must pack her bag and be on her way.

Take your choice: Will it be regular college courses, conferences, workshops, or camps? Will it be for one, two, five or six weeks? Will it be a large university in 'most any part of the country, a small town college, specialized training in a private school, or will you study in the great outdoors of Maine or Michigan?

New England presents the Audubon Nature Camp for Adults. It is located on an island in Muscongus Bay, Maine, about sixty-five miles northeast of Portland. To find out more about this camp write to Camp Department, National Audubon Society, 1006 Fifth Avenue, New York. Campers may enroll for two-week periods from June 13 to August 28.

For those interested in the specialized field of nursery school education the Nursery Training School of Boston is conducting a session from June 23 to August 2, with the advantage of practice work at "Ruggles Street." Address Norah M. Clancy, Director, 355 Marlborough Street, Boston, for details.

During the month of June a nursery and a kindergarten group will be in session at Lincoln

School, Teachers College, Columbia University, from June 9 to July 2, planned to give advanced students in child development an opportunity to carry the responsibility of administering and teaching in these groups under supervision. Enrollment is restricted to a small number and application should be made to Ernest G. Osborne at Teachers College who is directing the work.

The Department of Elementary School Principals, National Education Association, and the School of Education of Harvard University are cooperating in a conference from July 7 to 18. The theme is "Meeting Special Needs of the Individual Child." Sessions will be held at Harvard Business School and dormitory facilities will be available near by. Further information may be obtained from the Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C.

The Department of Supervisors and Directors of Instruction of the National Education Association is having its annual conference for instructional leaders from July 7 to 19, at Teachers College, Columbia University. The program includes study groups, general sessions, demonstrations, motion pictures, excursions. Professors from Teachers College and other outstanding educators will participate in the program. A complete program may be obtained from Ruth Cunningham, executive secretary of the Department, 1201 Sixteenth Street, Northwest, Washington, D. C.

A third department of the National Education Association is planning a conference. The Department of Classroom Teachers will meet at Lincoln School, Teachers College, Columbia University, from July 7-18. The theme, "Developing a Modern Curriculum for Children and Youth of Today," will be the basis for discussions. Write to the department sponsoring this conference, addressing your communication to them at the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

In the south, the University of North Carolina will have a full program of elementary education for undergraduates and graduates. Another feature of the summer session will be a community education workshop which will follow the general workshop or laboratory technique. Write Guy B. Phillips, Box 810, Chapel Hill, North Carolina, for further details concerning the two summer sessions from June 12 to July 19 and July 21 to August 27.

George Peabody College for Teachers, Nashville, Tennessee, will have five workshops and laboratory groups, June 6 to August 22. The subjects are somewhat unusual for they include "Small Rural Schools," "Junior College" and "Teacher Education." Address inquiries to Henry Harap, Peabody College, Nashville, Tennessee.

Moving to the middle west we find the National Music Camp. This is at Interlochen, Michigan, and has work of special interest to teachers and directors of music, art, drama, radio, dance and recreation. Courses may be taken for credit through cooperation with Illinois State Normal University. The Camp is in session from June 29 to August 24. Joseph E. Maddy, President, National Music Camp, 303 South State Street, Ann Arbor, Michigan, will provide further information.

In the coming summer quarter The University of Chicago is placing the greatest concentration

of courses in the department of education, with its faculty of forty professors conducting a total of seventy-one courses. There will be two terms, one June 24 to July 25, and the other from July 28 to August 28. Additional information may be had by writing Director Carl F. Huth.

The University of Wisconsin has announced a Laboratory Seminary or Workshop in elementary education for experienced teachers "who desire to keep abreast of modern trends in education." This workshop which is to be held in the Atwater School in Shorewood, Wisconsin, offers a choice of a six weeks' or an eight weeks' session from June 23 to August 15. Further information may be received by addressing inquiries to Frank E. Baker, President, Milwaukee State Teachers College, Milwaukee, Wisconsin, whose college is one of the schools sponsoring the workshop.

Thinking of summer school on the west coast brings to mind the Conference of the Association for Childhood Education. The national convention of the Association will be held in Oakland, California, July 8-12. This summer meeting presents an opportunity for broadening experiences through attendance at the conference combined with travel, or study at a university or college in the far west. For further information read the accounts on the following pages.

Convention Vacation

By F. M. M.

If it were to be an ordinary convention we would not think of mentioning it as a possibility for vacation fun. But it will not be, we promise that, for A.C.E. conventions are "different", "stimulating", and "lots of fun". So say those who have attended before. "Why those teachers smile; they even laugh and act happy", said a student teacher who out of curiosity looked in on a recent convention.

The meeting planned for Oakland, California, July 8 to 12, promises to be one of the "doing-est" conventions we ever had. The time, the place, and the program are set to stimulate activity with enough spots for meditation to give a satisfactory experience to everyone.

You have already read an account of the twelve study classes—their subjects and their leaders—in last month's *CHILDHOOD EDUCATION*. It is of interest to know that a faculty of

more than one hundred fifty people is responsible for the direction and work of these classes and that everyone who attends them can participate as actively as he or she wishes.

Doris Gates, author of *Blue Willow*—a story of the trials and tribulations of a migratory family—and professor of literature at San Jose Teachers College, will speak at the luncheon session. The annual dinner is to be held at the Scottish Rite Temple with Dr. Aurelia Reinhardt, president of Mills College, as the speaker. Marion Coleman, chairman of the dinner committee, promises romantic and colorful entertainment from señoritas and Mexican maidens.

Elizabeth Schellenger, chairman of the California Night program, reports that through the cooperation of the Oakland Recreation Department, California's colorful historical epochs from the days of the Spanish padres on through

the Gold Rush and modern period will be depicted in an out-of-door evening pageant to be held in Woodminster Memorial, preceded by a barbecue supper. Other attractions will include movies of pottery making and sports, and the evening will end with music at the Scottish Rite Temple.

Again the studios—six of them in science, choral speaking, music and the dance, fine and industrial arts, creative writing, and dramatic art—will be an important part of the program under the direction of Elizabeth Neterer, Dorothy Jackson, and Helen Reynolds. What goes on in the studios has been graphically described by Winifred Bain, Beth Osbourn and Jennie Lou Milton in their articles published in the January, 1941, issue of *CHILDHOOD EDUCATION*. If you missed these accounts and have never attended an A.C.E. Convention, by all means read them. The fun of learning to work with all kinds of materials, to make up dances, to compose verse and then recite in chorus, and to write in prose and poetry under creative leaders are experiences you cannot afford to miss.

Consultation hours to which anyone may come for help from outstanding leaders will again be a convention feature. This year's new feature is to be a meeting devoted to reports and discussion of recent research studies in early childhood education and to outstanding contributions from several national conferences. Interest groups—large and small discussion groups on current problems suggested by teachers of nursery school, kindergarten, primary grades and middle school—will be under the direction of the three national vice-presidents and the secretary-treasurer. They will meet on the afternoon of the first convention day.

The work of the Association, national and local, will be reported and evaluated at two business meetings and the Branch forums. Commercial exhibits by leading manufacturers and publishers, photographic exhibits of children at work and at play, displays of publicity books and other materials from Branches, and a document room containing carefully selected publications of affiliated organizations and government agencies will fill any spare time not already planned. Trips and excursions galore await you and, if you wish, there are dozens of opportunities for summer school work at the many schools and colleges on the west coast. Information concerning them is on the following page. We shall look forward to seeing you at Oakland, so plan now for a convention vacation.

California Presidents and Some of the Local Chairmen A. C. E. National Convention



Ethel R. Lind
President
California A.C.E.
Southern Section



Alice Ross Livsey
President
California A.C.E.
State Association



Ina H. Bowman
Finance



Gretchen Wulffing
Attendance



Marcella King
Publicity



Carrie E. Bowman
Exhibits

West Coast Summer Schools

By MARY E. LEEPER

The California Association for Childhood Education Committee on Publicity for the A.C.E. Convention has been active in securing information about summer school sessions for those who may wish to spend the summer in California. Colleges and universities which have sent to the Committee catalogs showing courses in elementary education, and in some cases nursery school and kindergarten education, are:

Mills College, June 30-August 8
Chico State College, June 21-August 1
San Diego State College, June 23-August 1
San Jose State College, June 23-August 1
Santa Barbara State College, June 30-August 8
Stanford University, Palo Alto, June 23-August 13
University of California, Berkeley, June 30-August 8
University of California, Los Angeles, June 30-August 8
University of Southern California, Los Angeles, June 16-August 7 or June 28-August 7; August 7-30

Other state colleges in California listed by the U. S. Office of Education as having summer school sessions are:

Fresno State College
Humboldt State College, Arcata
San Francisco State College

If you expect to attend summer school in California, look up the locations of these schools as they relate to your other plans, then write for catalogs.

Some schools have indicated to A.C.E. Headquarters that credit will be allowed for attendance at convention study classes. One of these is Mills College, near Oakland. The Department of Child Development is planning summer session courses which will continue the study of topics considered at the A.C.E. Convention, giving credit for two units of college work to students who enroll in a study class and present a satisfactory paper. For details write to the secretary of the Department of Child Development, Mills College, California.

Preceding the convention the San Francisco Bay Region nursery school groups plan a special session at Mills College, beginning at 4 P. M. on Monday, July 7, and continuing through dinner. Reservations may be made and dinner tickets purchased (price 75c) through the secretary, Department of Child Development.

Those interested in attending Stanford University at Palo Alto, not far from Oakland, should write to Paul Hanna, Stanford University, California, for information about courses and credits. During the summer session and following the A.C.E. Convention, the Stanford School of Education will hold a conference on "Education for the National Emergency and After." The dates are July 17-20.

The main unit of the University of California at Berkeley, which adjoins Oakland to the south, conducts a demonstration school in connection with summer session education courses. It is probable that those wishing to attend will be able to arrange credit for convention attendance. Inquiries should be directed to Frank N. Freeman, dean of the School of Education.

Opportunities in Oregon and Washington

From Oregon comes this word:

All directors of summer sessions in this state have given assurance that students may attend the A.C.E. Convention without loss of credit.

Listed by the U. S. Office of Education as state institutions having education courses are:

Southern Oregon College of Education, Ashland
Oregon State College, Corvallis
University of Oregon, Eugene
Eastern Oregon College of Education, LaGrande
Oregon College of Education, Monmouth

From the president of the Washington State A.C.E. we learn that:

The dean of the College of Education, University of Washington, Seattle, will release students for one week to attend the convention, contingent upon consent of the instructors.

These are only suggestions. If the school of your choice is not listed here, write to its summer session director, give your reasons for wanting to include the A.C.E. Convention in your summer's work, and ask what arrangements can be made for attending with credit, or at least without loss of credit.

Preliminary convention programs may be obtained from Headquarters Office, 1201 Sixteenth Street Northwest, Washington, D. C.

Across the Editor's Desk

About This Issue

WE WERE really up against it when we began planning the content for this issue for we wanted it to stimulate interest in different kinds of summer activities, yet not be too narrowly selective, nor discriminate unfairly against any school, camp, institute or workshop. We asked Mr. Bigelow to prepare a general article on today's trends in teacher education and to mention the summer workshops as one of these trends. We have become concerned about the rapid spread of reading institutes and invited Miss Baker to evaluate them in terms of their contribution to child development, and we asked Mr. Mitchell to tell about vacation work camps, for the Friends are pioneering in a tremendously important field in which teachers will be interested to participate. We wrote to no one for information, catalogues, or brochures about summer schools but took a chance that whatever came into the editorial office before April first might be a representative selection. We shall leave it to the readers' judgment how well the plan worked.

Teacher education today means many things—many interesting things—which are well-illustrated by the following letter from a member of the Editorial Board who wrote thus in answer to our request for suggestions for this issue:

"I think it wise to have suggestions both for teachers who will go to summer session and those who will stay at home. I should like to add a third group—those who will take their jalopies or a bus and start on a tour of the country. The following suggestions are relative to these three types of summer programs.

"At the University of Colorado at Boulder they have a great variety of interesting offerings—science trips to identify flowers and birds, and pack trains into the Colorado mountains; participation in choruses and orchestras; dancing, and so on. I delved into the offerings in reply to a letter from a man with a wife, a high-school age daughter, a middle-grade boy, and a preschool child. He wanted a good place with something interesting for the whole family, and that family idea I think might be something to emphasize with a word about the Vassar and Mills College offerings.

"I should think that the two-week course for students and teachers at National College of Education would interest a great number of folk. In addition to two points credit for each two weeks unit, the courses include excursions to housing projects, Hull House, museums, Ravinia concerts, lake fishing trips and many other activities.

"For the teachers who stay at home I am thinking now of such opportunities as the Enoch Pratt Free Library of Baltimore offers for guided reading and for developing hobbies. Sketching courses are offered by many museums and art schools and it doesn't matter whether you are an artist or not, just so you create—and that does something for your soul. Also under local recreation and public school agencies many nature hikes are planned which help in identifying flowers, ferns, birds, rocks. Could you not also put a halo around learning to typewrite? This is a skill which I think all adults should have.

"Still another skill, or rather knowledge which all teachers should have, is to know how a child lives for twenty-four hours. Even if a teacher does not need financial aid she might well become a mother's helper and try out two or three weeks of entire responsibility for the guidance and care of children.

"Now for trips. I am sure that the various automobile associations have some rather unusual trips mapped out. A number of those planned by the National Park Service would be most interesting. Also the contour maps provided by the Geological Survey which indicate both paved and dirt roads and trails, invite one to leave the beaten path."

If your summer holiday is a bit richer because of something you read in this issue, then it will have served its purpose. Many reading institutes are devoted to something more than the study of eye movement with expensive machines, summer work camps afford the most direct opportunities for learning more about the present social and economic scene, summer workshops¹

¹ Information on the specific programs of all institutions that have made their workshop plans known to the advisory service has been assembled in a mimeographed directory, *Workshops in 1941*, and may be secured for fifteen cents a copy from Kenneth L. Heaton, School of Education, Northwestern University, Evanston, Illinois.

and schools provide opportunities for direct attack on problems and experiments with a wealth of materials and ideas. Whatever you do, may your summer be a jolly and refreshing one.

Pamphlets and Bulletins of Note

THE COUNCIL Against Intolerance In America has published recently *We're All Americans*, a manual for teachers in the elementary schools, containing ten stories about children who belong to minority groups. Most of the stories involve a school situation and show the trials that small children undergo before they are accepted in America.

The editors have stressed similarities rather than differences and have expressed the hope that these stories when used intelligently will contribute to young America's better understanding and appreciation of foreign-born children and those from minority groups. The manual may be obtained free of charge from the Council, Lincoln Building, New York City.

Everyone working with children will read with interest the poignant discussion by Geraldine Pederson-Krag of *Children in Exile*, published as a booklet by the Child Welfare League of America. This booklet was prepared at the request of the United States Committee for the Care of European Children to give foster parents of children from other countries an understanding of the special difficulties with which they may have to deal. These involve conflict of ideas, hostilities, and loyalties and the results of these conflicts. Dr. Krag's analysis is widely applicable to the better understanding of all children. The booklet may be purchased for twenty-five cents from the Child Welfare League, 130 East Twenty-second Street, New York City.

Physiology, biology, health, and child development all rolled into a thirty-two page bulletin make *You*, a recent Cornell Rural School Leaflet, excellent reading for the more than eight-year-olds, and fun and information for some of the under eights. Most youngsters are interested in their bodies and how they work. *You* tells about hands; muscles; bones and joints; skin, nails, and hair; eyes; teeth, and so on, concluding with habits and growing up. For further information about this bulletin and other Cornell leaflets, write to M. R. Simons, director of Extension Service, New York State College of Agriculture at Cornell University, Ithaca, New York.

Two Stories

ETHEL CROWNINSHIELD of Boston, Massachusetts, has contributed

these two stories about Sarah Brown and Billy. "They are true stories and could, I am sure, be duplicated by many," says Miss Crowninshield. "I have set them down here as a reminder, not of what we may teach children, but of what they can teach us."

Sarah Brown was five years old. She lived in an old house on an old street and her father was a shoemaker. She had two brothers and two sisters. Sarah was in the middle. One of her brothers was named Tommy. He was fat and happy and dirty. I forget what the other brothers and sisters looked like because after you knew Sarah you could not remember the others. Sarah was like that.

The front of Sarah's house was the shoemaker's shop. The back was the kitchen and the bedroom. Most of the windows were in the front because when you make shoes you have to see, but you can sleep and eat even if the sun does not look in at you.

Her father was a good shoemaker but on Sarah's street all the people wore their shoes long after they needed mending. This may seem queer to you, but it did not seem queer to Sarah's father. He did not have much money either but he did have many things to buy. Bread, potatoes, soup-meat and onions, milk if he could and sometimes bananas, but not often.

Sarah Brown liked her house. She liked her kitchen even if it was crowded. It had two plants on the window at the back and lots of dishes and pots and pans on the stove and on the table. There were not enough chairs but all the brothers and sisters were not often there at the same time so that did not matter.

Sarah Brown liked her school. She liked her teacher, Miss Jane. She liked the songs they sang and all the things that they made even if they did not last long after she took them home.

Best of all Sarah liked the pretty clothes on other little girls. Clothes that were clean and just the right size and shape. Sarah's clothes were not always just the size of Sarah nor just the shape, but because they were hers she liked them. It is a very good idea to like the things that belong to you. It makes you very comfortable.

Sarah had a brown coat, but the coat did not have a collar. Sarah's mother always pinned a piece of cloth around her neck. It looked like fur. She pinned it with a big safety pin. It

could not come off. It was gray and fuzzy and very warm and only a little worn.

One day after all the children had gone, someone rattled the big school door. Miss Jane went to the door and there stood Sarah Brown.

"I've left my mink!" said Sarah, and sure enough she had. Miss Jane pinned Sarah's fuzzy cloth around her neck and Sarah went home.

The next day Sarah moved. Do not ask me why or where because I do not know. But if you should ask me, "Do you think Sarah Brown likes her new house?" I can answer you that, and the answer will be, "Yes, she does!" For there is something inside Sarah that can turn fuzzy cloth into "mink" and it will go with her wherever she goes and will keep her warm and happy. I am sure many people have learned of Sarah to glorify common things, and although it was a long time ago that I knew her, I am sure, too, that through the years most things have been "mink" to Sarah Brown.

We were talking one day in a class of five-year-olds about things that belong to us. Things that we can see and touch, and most of all, things we cannot touch or even at the time see, but that still belong to us.

We closed our eyes and thought. "I can see my mother!" "I can see my house!" "I can see my dog!" "I can see the flowers in our garden!" "I can see the sun where it shines on my bed in the morning!"

All these we decided were particularly ours to keep, as Jason said, "for always."

Then as is so often the case, one child who must always see "bigger and better" things said, "I can see God!"

I hesitated a moment and then said, "John, I do not think that anyone ever really *saw* God!" I paused, trying to put into words an idea of God that would help, but before my own mind could quite solve the problem Billy spoke up, and turning to John said, "If I love you and you love me, that's God, and you can't see that!"

That was all, but it was enough. It satisfied me and the children smiled and understood.

you resigned from your position as a teacher that a new word was coming into our vocabulary? It was 'integration.' All of us were a bit vague about it, and still are, perhaps. But let us tell you about some things we have been doing at school which we believe illustrates what is meant by 'integration.'

The kindergarten was beginning a 'kitchen' unit and the first grade was studying sources of food in our community. So we two teachers decided that the two groups might work together on things that were of mutual interest. When we compared notes we found an amazing amount of duplication in the attitudes, understandings and abilities we hoped would grow out of these two projects. The first grade, we agreed, might be expected to develop a few more skills and techniques than the kindergartners might.

The kindergartners were interested in food for their pets, for themselves and in the sources of food. They visited a grocery market, a farm, a dairy and a bakery. They set up a kitchen and prepared at different times icing for cakes, pumpkin, apple sauce, salads, and as a climax—a vegetable soup and jello luncheon for the first grade.

The first grade, getting acquainted with its immediate community, found many sources of food. They, too, visited the market, several types of farms, a dairy, bakery and the filtration plant. They built a grocery store, stocked it with fruit and vegetables, paper bags and toy money. Both the kindergarten and the first grade used the store every morning. They compared firsthand experiences in their trips, and each grade sent a committee to visit the other to explain photographs made on the trips.

"When the kitchen and the store were built, the kindergarten planned what was needed in the kitchen for the day. On cooking days real butter, cream, lettuce, and vegetables were supplied. They were priced by the first graders and were ready for sale when the kindergarten shoppers arrived with their order lists and their money. The first graders were responsible for keeping up the stock, learning prices of food, making change, keeping the store neat, and for wrapping and delivery.

"We had no idea the cooperative sharing of these two projects would develop to such proportions. You would have enjoyed seeing the children meet the problems that constantly arose, learning to plan together and to share ideas, growing in poise and assurance. It was a real and vital experience, not forced and

Letter to an Ex-teacher RUTH McGRADY, kindergarten teacher, and Madelyn Marschalk, teacher of first grade at the Gage School, Washington, D. C., describe in a letter to a former co-worker how their pupils worked together with the result that the experiences of both groups were "integrated."

"Dear Louise: Do you remember that when



Getting ready for the kindergarten shoppers.

artificial as so many experiences are apt to be.

"We suppose that this kind of development is education at its best and the most we can hope for—you as a mother and ex-teacher, the two of us who watched it grow, and that delightfully questioning youngster of yours to whom we send these pictures and our love."

**We Go to
Church**

HELEN E. JAEGER, kindergarten teacher in Philadelphia, describes a church experience with her kindergarten pupils.

Work began in earnest in the kindergarten after a child suggested, "Let's make a church—a big one—to sit in."

The original structure was quite simple, a large rectangular enclosure with a wide doorway at one end and eight kindergarten chairs in two rows inside. Then gradually our building acquired arched windows with colored paper "glass," "song" books on the chairs, a tall steeple enclosing at its top three wrist-bells suspended on a dowel stick and attached to long ropes.

Some real church experience for the entire group was desirable. We chose for a visit a nearby Episcopalian church which looks almost as if it had been transported intact from

some village of old England. We wandered about looking at the windows and still feeling a bit strange, when to our surprise the rector came to welcome us. He took time to show the children everything which might be of interest to them. The organist came to practice and suggested that with three adults to help we could certainly get the children up the steps to the belfry. The passage was narrow and the stairs steep and winding, but the end was worth the climb. Everyone helped ring the bell, clinging to the ropes wherever he could find a space for his hands. It was a gloriously satisfying experience and well worth the steep ascent.

As we stood in the church once more one of the children asked the rector to read the Bible. We sat quite still in the long empty pews listening to the story, and as the reading finished the organist played the old familiar hymns which many of the children knew.

We had felt "church" for we had been hushed, awed, joyous, and reverent by turns, and it seemed well that our experience should have ended not with our joyous tumult in the belfry but in the church itself, quietly, and with a simple reverence.

Book . . .

REVIEWS

THE TEACHER IN THE MODERN ELEMENTARY SCHOOL. By Robert H. Lane. Boston: Houghton Mifflin Company, 1941. Pp. 397. \$2.40.

The first chapter of this volume is preceded by "A Charter for the Elementary School"—a brief, compact, easily understood summary of the chief principles underlying modern elementary education, its philosophy, and some of the characteristics of schools which embody these principles. Chapter I, "The Elementary School in a Changing World," is one of the most readable and enlightening treatments of this topic now in print. The author has selected salient items from many other volumes and woven them into a coherent whole with unusual skill.

The discussion of the school's use of the community in Chapter II is specific and should be very useful to any teacher. The bibliography is extensive and annotated in detail although some of the new bulletins being published by state departments (e.g., Utah and Georgia) on the community and its use in school are omitted. Chapter III is another remarkable summary on a topic on which information is being widely sought—grouping on the basis of social maturity. Chapter IV, "A Practical Application of a Modern Philosophy of Education," is just that—an outline of desirable curriculum experiences through which the philosophy may be implemented. Chapter V to X elaborate this general point of view by presenting discussions and samplings of desirable learning experiences in various areas such as social living, nature study and science, the language arts, the aesthetic and practical arts, and the skills and drills. A regrettable omission is that of evaluation. Few topics in the new school are so much in need of discussion as the methods to be used in determining how well the new-type outcomes have been achieved.

The volume should have wide and extensive use as a textbook in teacher-training institutions and as general reading among teachers—William H. Burton, Harvard Graduate School.

THE CURRICULUM OF MODERN EDUCATION. By Franklin Bobbitt. New York: McGraw-Hill Book Company, 1941. Pp. 419. \$2.75.

Many books have been written on the curriculum but few if any have gone as far as has this one in developing the concept of the emergent curriculum—a curriculum that is constantly reflecting and developing the life that is going on day-by-day with a given group of children. The author postulates that the individual is by nature continuously roving, exploring, seeking out the new in his environment, ever extending it farther to more that is new. Life thus is a process and by this process does the individual learn and grow.

The first chapter is an excellent discussion of the good life. Experiencing the *process* of life is the goal of living and the author again and again brings out the importance of thus *experiencing* as the only way really to learn. This thought is particularly well developed in Chapter VIII, "Living Knowledge." Here is presented quite fully the thesis that true knowledge comes through living. "The school's attempt to provide a substitute for it not only fails properly to contribute to the operating intelligence but tends in many and serious ways to prevent its growth."

The chapter on reading is very helpful in showing what reading in different fields—geography, history, science—may and should do for one. Many good suggestions as to the conduct of the work are made. The author is very critical, however, of textbooks and the way they are used. He says, "The single textbook in history, geography, or science has been institutionalized as a device to be dawdled over for a full year, or even two years. It has proved to be an almost perfect method of wasting children's time and opportunity and of preventing education for genuine understanding." Other criticisms of textbooks appear throughout.

There will be some criticism of the author's discussion of literature for he classes the fanciful

with the false and seems to condemn both. In a later chapter this appears to be modified a little but the impression is still left that the fanciful is not good teaching material. Other school subjects are dealt with under such titles as, "The Intellectual Living that Uses Language," "Instrument of Accuracy," "The Life of the Body," "Education for Citizenship," and so on.

Many other points might be singled out for emphasis or questioning. Rather, the reviewer would urge all who are in any way concerned about the present-day curriculum to read this book thoughtfully.—*Lois Coffey Mossman, Teachers College, Columbia University.*

THE BASIC SCIENCE EDUCATION SERIES.

By Bertha Parker and others. Evanston, Illinois: Row, Peterson Company, 1941. \$25 each.

This new series is one of the milestones in science education. Miss Parker has given us thirty-two pamphlets, each one dealing with a single unit of nature developed from the point of view of the child. They are written with the skill of one who is not only familiar with the subject matter but who has also solved the problem of stating it and of developing it in a challenging way for the children. The illustrations are unusually beautiful, and scientifically accurate in color and drawing.

Six pamphlets that may be especially tempting to the primary teacher are: *Living Things; Insects and Their Ways; Spiders; Birds; Seeds and Seed Travels*, and *Clouds, Rain and Snow*. If elementary teachers were to read all of the material in these pamphlets they would not only have a good time doing it but they would be prepared to take advantage of any nature topic in which the children might show interest.

The procedures that Miss Parker has worked out for each pamphlet are especially helpful for the young teacher or for the teacher who has not specialized in science. In *Living Things*, for example, there are games and puzzles using the material developed in the pamphlet. There are fifteen questions—Do You Know—based on the facts that the children should have learned in reading about living things. Then there are twelve suggestions—See for Yourself—for the interested child who would like to know more about living things. Each pamphlet is organized in similar fashion showing the teacher several interesting and productive ways in which the material may be used.

The titles of these many pamphlets present an

impressive and intriguing array. Space does not permit the printing of them here but the publishers will readily supply the list.—*Theodosia Hadley, Western State Teachers College, Kalamazoo, Michigan.*

TEN COMMUNITIES. By Paul R. Hanna, I. James Quillen, and Gladys L. Potter, Chicago: Scott, Foresman and Company, 1940. Pp. 512. \$1.16.

Ten Communities is that rare phenomenon in educational books—a text in which the facts, implications, and vocabulary are understandable to the average fourth-grade child but written in a style that has the lucidity and rhythmic flow of good literature. Moreover, the book has the charm and interest of clever and attractive illustrations and diagrams, and of pleasing format. Maps, diagrams, and time-lines are arranged to lead the child from familiar to unfamiliar concepts, and essential geographic and historical phrases are explained in terms of their relation to daily living.

Until recently history and geography have been taught as separate subjects and the usual text has been characterized by a superabundance of facts, often unrelated. *Ten Communities* represents the trend toward the merging of the two subjects into the social studies, the purpose of which is to tie up time, place, and events in such a way as to show significant relationships in social progress.

Ten Communities is third in a series of social studies books. In it the authors have chosen ten communities which illustrate typically how life in the United States has changed from a frontier culture to an industrial one; how communities differ because of natural factors or resources, and what values, experiences, and problems they have in common; how man adapts himself to geographical conditions or modifies such conditions. The story of each community develops an important geographical concept, and each is projected against some significant phase of our historical background.

One of the most desirable features of the book is the manner in which definite, workable possibilities for doing historical research are suggested for the child's study of his own community. These are supplemented by suggestions for follow-up activities. *Ten Communities* will be welcomed with enthusiasm by progressive schools. It may even convert conventional schools to the "total approach" in the social studies.—*Katharine Koch, Mishawaka Public Schools.*

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Books...

FOR CHILDREN

HEROES OF THE KALEVALA. FINLAND'S SAGA. By Babette Deutsch. Illustrated by Fritz Eichenberg. New York: Julian Messner, Inc., 1940. Pp. 348. \$2.50.

Finland's great saga deserves to be better known by American children than it is. Certainly they will welcome this vigorous, lively version by our own poet, Babette Deutsch. The book is labelled, "High School," but the keenest enjoyment of these stories comes at the elementary school level if they are read aloud or told by an adult who loves them.

What tales they are! No other epic gives us such an astonishing combination of the heroic and the humorous. In the Kalevala, we find absurdly tall tales, not unlike Paul Bunyan, fabulous adventures of great heroes, sadly romantic tales and occasionally a terrifying one. There is wisdom and humor, beauty and wickedness, and suspense that keeps you breathlessly turning the pages. Miss Deutsch has given us a glorious version of the Land of Heroes.

AUNO AND TAUNO. A STORY OF FINLAND. By Marguerite Henry. Pictures by Gladys Rourke Blackwood. Chicago: Albert Whitman and Company, 1940. Unpaged. \$1.00.

Too many of our books about other lands are completely lacking in story value. *Auno and Tauno* is a delightful exception. Here are the customs of Finnish people as a background for an amusing story. Tauno, the male half of the twins, escapes punishment, but suffers agonies in the process. His torture rises not from remorse, but from the necessity of wearing boots too small for him. The doctor's examination is the crowning indignity and when his foot trouble is revealed, the story comes with it.

TIM, A DOG OF THE MOUNTAINS. By Margaret Johnson and Helen Lossing Johnson. New York: Harcourt, Brace and Company, 1940. Pp. 112. \$1.75.

Between their exciting stories and expressive pictures, Miss Johnson and her mother can make any breed of dog as vivid to their readers as

the family pup. In this book Timur, an Afghan hound, is soon a familiar canine friend. We know how funny and how noble he can look; we know his assets and his foibles; we soon feel as if we had always owned Afghan hounds and Tim is just our special favorite. Incidentally, we suffer with him in his mishaps, yearn over his sorrows, take pride in his triumphs and rejoice when all is well. This story of a rare dog, transported from his native Afghanistan to Colorado is one of the best tales in this series and the pictures are wonderful.

THE BELLS OF AMSTERDAM. By Ruth Langland Holberg. Illustrated by Richard Holberg. New York: Thomas Y. Crowell Company, 1940. Pp. 88. \$2.00.

Seventeenth century Amsterdam was famous for its kindness to orphans and in this book Ruth Holberg tells an exciting and delightful story of one of these orphans. Karl was taken from the orphan asylum to be taught bell ringing by the famous caster of bells, Frans Hemony. The master and his wife soon love the boy and Karl's lessons in the bell tower and life in their home make him completely happy. He makes friends with Rembrandt's frail son and the two boys have many pleasant adventures together. How he finds his own father at last is a curious result of his skill with the bells.

This is a charming story of kindly people and a sensitive boy. Fine color pictures and vigorous blacks and whites enliven the text. For children eight to twelve.

THE OLD MAN IS ALWAYS RIGHT. By Hans Christian Andersen. Illustrated by Rojamkovsky. New York: Harper and Brothers, 1940. Pp. 28. \$75.

This old folk tale—theme and plot by Andersen—is retold with unusual directness and charm. It is the story of the simpleton who makes worse and worse bargains but Andersen gives it a tender ending. The old man is rewarded with kisses by his good dame and thereby wins a fat wages. A more satisfying droll story would be hard to find.

Among . . . THE MAGAZINES

NEED FOR AN ADEQUATE ORAL LANGUAGE PROGRAM. By M. Lucile Harrison. *The Elementary English Review*, March 1941, 18:99-102.

When children enter school vocabulary growth falls off to a marked degree, and during the first three grades the length and complexity of sentences used increases little over those employed by four and one half year old children.

Miss Harrison gives several explanations for these facts. She pleads for a program in kindergarten and primary grades which gives time and opportunity for vital first-hand experiences, provides more talking time for children, increases adult time spent in talking with pupils, presents more adequate oral language instruction and, finally, delays the teaching of skills in written language and the mechanics of reading until such time as they can be developed quickly and without limitation of other types of learning.

PEACE WITHOUT EMPIRE. By A. A. Berle. *Survey Graphic*, March 1941, 30:103-108.

More than one hundred years ago an adventure in international relationships was launched when Simon Bolivar, dreaming of a group of independent nations understanding each other so well that they could settle their disputes without recourse to arms, proposed a conference in Panama which became the ancestor of the inter-American conferences of today.

Mr. Berle describes how the dream of Bolivar has persisted with astonishing vitality in the New World, has become a great American experiment in cooperative peace, and is leading to a commonwealth of nations.

THAT SPRING PERENNIAL—ROPE JUMPING! By Sue Hall. *Recreation*, March 1941, 34:713-716.

Like a whiff of fragrant air, Miss Hall takes one to childhood days where one skipped rope; jumped "salt, vinegar, mustard, pepper;" chanted jingles or played games while jumping rope. With the help of children the author has collected varieties of rope jumping rhymes and activities which she presents as typical.

EDUCATION AND ECONOMIC PROGRESS.

By Nelson B. Henry. *The Elementary School Journal*, March 1941, 41:481-487.

If the American scheme of education is to establish and maintain a social order in which freedom and prosperity are the attainable right of all socially competent individuals, it must contribute to those processes by which democratic government and economic welfare are to be realized.

Mr. Henry, in his editorial comment, points out several events which indicate that responsible leaders are working to remedy economic ignorance and misunderstanding. Among these events are a recent symposium of discussions by leading businessmen and educators which stressed the interdependence of educational and economic processes, the publication of the 1940 yearbook of the National Council of Social Studies, entirely devoted to a survey of teaching of economics in the schools, and the experiments carried on by the University of Kentucky and other centers¹ to see whether undesirable conditions in a community can be improved through instructional programs in the schools.

CHANGING SOCIAL AIMS IN THE EDUCATION OF TEACHERS. By Frank E. Baker. *The Journal of the National Education Association of the United States*, April 1941, 30:99-100.

A worldwide social movement has so shaken the structure of civilized society that it will never be the same again. America is face to face with the problem of accepting a dictatorial form of government or of administering democratically a planned economy. The latter can be done by people who are socially intelligent, morally responsible and convinced from experience that democracy is worth preserving.

Mr. Baker describes nine implications which could lead to development of self-control and self-direction, necessary for a democracy.

¹ For an account of these experiments see "Community Experiments in Kentucky and Florida." By Harold F. Clark, Maurice F. Seay, and H. E. Nutter. *Educational Method*, March 1941, 20:274-280.

Research...

ABSTRACTS

PIAGET'S QUESTIONS APPLIED TO ZUNI CHILDREN. By Wayne Dennis and R. W. Russell. *Child Development*, September 1940, 11:181-187.

Questions similar to those used by Piaget in his exploration of the child's conception of the world were presented to 24 Zuni Indian children, aged 8 to 16 years. There were 15 boys and 9 girls. The experimenters included only children who had a good understanding of English, and spent some time getting acquainted with the children and gaining their confidence.

The first questions related to animism and asked whether several objects were living or dead. An answer that a knife is living because it can cut, or that a button is dead because it is broken, is classified in Stage 1. Thirty-one answers out of 33 were recorded either as "no concept" or in Stage 1. This is a larger proportion than found by Piaget and the authors' studies of white children, and leads to the tentative conclusion that the Zuni children are retarded in this respect.

The next group of questions involved the idea of consciousness and were stated to ask whether a given object "feels when I touch it." Eight out of 14 children were in the no concept stage, answering "yes" or "no" at random. After preliminary questions used to explain the idea such as, "What do you hear with?" "What do you run with?" the Zunis were asked, "What do you think with?" Of ten children, three did not know; two said, "with the mouth;" one answered, "the eyes;" one, "arm," and three gave the learned answer, "with the heart or with the head." Other questions involved the reliability of dreams and the distinction between articles which are made by man and those which are found in nature.

The authors find that with respect to each topic the answers given by Zuni children comprise nearly all of the types described by Piaget and that no new types of answers were given. There is evidence that the Indians tend to persist longer in the first stage of animism than do white children. The authors think these differences may result from environmental factors.

PROGRESS IN RURAL EDUCATION. *Research Bulletin, National Education Association*, September 1940, Vol. 18, No. 4.

Analysis of the information contained in questionnaires received from 1050 rural superintendents furnishes the basis of an appraisal of the status of rural education today and of the progress made during the past decade. Defining rural communities to include villages of less than 2500 people, it is found that the total enrollment in rural schools is approximately the same as in urban areas.

Significant progress in rural education is indicated in the following respects, the items being listed in rank order of importance: classroom procedures, level of teacher training, course of study, equipment and supplies, library service, buildings, supervision and in-service training, regularity of attendance. The most significant progress in the instructional program is described as a shift from textbook-recitation procedures to pupil activities, involving the organization of subject-matter in broad areas, subordination of rigid grade lines, isolated instruction in basic skills only as these are not acquired in group activities, use of newer types and a greater variety of teaching materials, longer class periods and more flexible daily programs, and class projects definitely related to the life of the local community. A new attitude is noted among rural teachers involving pride and interest in the community and a vision of the teacher's potential service to the community. Eighteen per cent of the rural teachers had less than two years professional training beyond the high school, 70 per cent had two years but less than four years, and 12 per cent had four or more years of such training.

The most serious deficiencies still found in rural schools are indicated by the superintendents in order of frequency of mention, as follows: the school housing situation, size of school (extremely large or small enrollment), needs for equipment, teaching service. Much less frequently mentioned are: the curriculum, instructional supplies and materials, community attitude, lack of funds, isolation.

THE NATURE AND CHARACTER OF PRE-ADOLESCENT GROWTH IN READING ACHIEVEMENT. By Cecil V. Millard. *Child Development*, June 1940, 11:71-114.

Growth in reading achievement of 117 children attending the Henry Ford School, Dearborn, Michigan, was followed for six years. Reading scores on the Stanford Tests were secured each year, with no pupil included who was not in attendance at least three years. Tests were first given to pupils in the fourth grade. The investigator sought to determine individual differences in the development of reading achievement, to discover the general pattern of growth of reading ability, and to measure the effect of certain factors affecting reading development.

An equation for the growth of each individual was derived from the actual measurements. These equations were solved to determine values for each pupil at different ages. Comparisons made between the computed values and the actual values obtained on the tests showed close agreement. Individual and group curves of reading development reveal curvilinear characteristics which differ significantly from the straight-line norms of the Stanford Tests. The author concludes that such norms should be revised and that injustice is done many children when their performances are compared with "so-called norms which so inadequately describe the true nature of growth."

DO CHILDREN WHO PARTICIPATE IN A RICH VITAL SCHOOL CURRICULUM ACHIEVE GREATER CONTROL OVER SCHOOL SUBJECTS THAN DO CHILDREN WHO PURSUE A FORMAL CURRICULUM? By Edna E. Lamson. *Journal of Educational Research*, November 1940, 14: 173-181.

To answer the question proposed in the title of this article, the author studied the achievement of 111 boys and girls who constituted five successive fourth-grade classes completing work in a college demonstration school.

The average I. Q. of the pupils was 110, with a range from 89 to 133. The New Stanford Achievement Test or the Modern School Achievement Test was given to each group in the third and again in the fourth grade. While the chronological age of the pupils was from seven to nine months less than the norms of the achievement test, the educational age was three to five months greater than the norms. Statistical prediction of the accomplishment to be expected of a group with mean I. Q. of 110 was made. The actual achievement was found to be significantly superior to the predicted one. The author concludes with the generalization that, "While well-organized and well-guided progressive schools do not increase the intelligence quotients of children, their curricula do help children to attain superior scholastic achievement, even when allowance has been made for intellectual ability."

Building Music Reading Readiness

(Continued from page 412)

rhythm band score for "Ciribiribin." Why not surprise the sixth grade with a band accompaniment for their song?" Any interest here, any need, any chance to develop skill in rhythmic music reading? Yes.

Sometimes they just open a book of easy songs which they have never seen before and sing as many as they can in twenty minutes. Or the teacher sits at the piano and says, "Open your books to page twenty-seven. I shall play for a while but whenever I stop, you sing the pitch name of the note on which I am stopping." Or again, "When I stop, you sing the next phrase without me." Any connection here with cues and clues or visual and auditory acuity or interest or needs?

In the Twenty-fourth Yearbook of the National Society for the Study of Education is this statement:

In the literature classroom everything is to be done which actually tends toward the fullest and most vivid realizing of experience, and everything is to be excluded which has to be justified alone by its supposed value as information to be remembered. . . Everything which contributes to the creative realization of experience, and nothing else, is to be justified.

My hope for elementary school music is that the music teachers will take this statement as their goal, substituting music for literature, so that music reading methods will no longer be antiquated.

News . . .

HERE AND THERE

A.C.E. Branch Forums

On Wednesday, July 9, the second day of the Association for Childhood Education Convention in Oakland, California, representatives of many of the 472 A.C.E. Branches will assemble to discuss with Olga Adams, national president, "Democratic Procedures in A.C.E. Groups." After the first half hour they will divide into six groups, one for state Associations, one for student Branches, three for city and county groups according to the number of members, and one for those interested in the procedure for organization of new A.C.E. units. In these smaller groups there will be time for one representative of each Branch to report briefly on specific questions and a lively exchange of experiences is anticipated.

Convention registrants who are not members of an A.C.E. Branch are welcome to "listen in" at one of the regular Branch forums, or to bring their questions to the organization group.

Membership Service Bulletin

"What shall the others do while I am helping a few children in a reading group?" is a question which comes frequently to A.C.E. Headquarters. "How can I plan for this independent work period so that it may contribute to the best growth of the children?" Through the material in *Independent Work Periods*, Gladys Greenman, primary supervisor in the Greenwich, Connecticut, public schools, eight contributors and three evaluators offer help in solving this important problem.

This second Membership Service Bulletin for 1941 was mailed in April to contributing members and to presidents and publications representatives of A.C.E. Branches. Others may purchase the 32-page publication from the headquarters of the Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. Price 35c.

Changes

Laura Hooper, from elementary supervisor in the public schools of Newton, Massachusetts, to the De-

partment of Education, Wellesley College, Wellesley, Massachusetts.

Frances R. Horwich, from the faculty of Pestalozzi-Froebel Teachers College, Chicago, Illinois, to Chicago Teachers College.

Helen M. Craig

Associates of Helen M. Craig, who died February 23, describe her as a dynamic personality who enriched the world in which she moved.

Perhaps her greatest and most lasting contribution to childhood education was the founding of the Page School on the Wellesley College campus at Wellesley, Massachusetts, in honor of her friend and teacher, Anne L. Page. As an integral part of the educational program at Wellesley, Page

School not only touches the lives of children between the ages of two and nine, but of hundreds of college students.

Mrs. Craig had a prominent part in the work of the Page-Devereux Alumnae Association, was president of the American McAll Association for work with children in France, and helped to promote the work of the Kindergarten Unit in France. A native of Paris and a resident there for many years, her command of the language made invaluable her services as treasurer in the drive for the Unit's Community House in Lievin.

Among her other affiliations Mrs. Craig was a life member and past president of the Massachusetts Association for Childhood Education and a life member of the National Education Association and the National Association for Childhood Education.



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State Kindergarten Bills

It is interesting legislative news to note that in the states of California, Georgia, Illinois, Indiana and New York efforts are being made to have legislation so written that state school funds may be used for the maintenance of kindergartens, thus making the kindergarten a well established branch of the elementary school system.

In Massachusetts there is work on legislation that would provide for a kindergarten upon application of twenty or more parents or guardians within a school district.

New Jersey groups have for several years sought a mandatory-on-petition kindergarten bill.

An effort is being made in Vermont to introduce a simple permissive kindergarten bill.

Summer Meetings

School Administrators Conference. Twelfth annual conference at Peabody College, Nashville, Tennessee, June 19-21. Theme, "Educational Leadership in the Present Emergency." All teachers and administrators are invited. No attendance fee. For information write to Dennis H. Cook, Peabody College, Nashville, Tennessee.

National Conference of Social Work. Sixty-eighth annual meeting, Atlantic City, New Jersey, June 1-7. Group sessions, general sessions, and committee meetings. For information about membership and participation in the meeting write to Howard R. Knight, general secretary, 82 North High Street, Columbus, Ohio.

Vassar Institute of Euthenics. Sixteenth annual session, Vassar College, June 19-July 31. Courses for homemakers, teachers, and other professional men and women interested in family living, the educational process in a democracy, and the application of the arts and sciences to the betterment of human living. Children's School for two- to ten-year-olds whose parents are enrolled in the Institute. For information write to Institute of Euthenics, Vassar College, Poughkeepsie, N. Y.

Home Planning Course

In Bridgeport, Connecticut, kindergarten teachers contribute to the home planning course given in the senior year of high school. The first semester considers:

Personality and the Social Arts
The Family and Its Relationship
Child Care and Development

Kindergarten teachers are asked to talk to the classes on problems of child training arising

(Continued on page 432)

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Decide right now that, next year, you too will have the thrill of Mor-Pla Blox equipment for your class. Enthusiastic reports from teachers all over the country indicate that Mor-Pla Blox serve a multiplicity of uses not possible with any other single type of blocks.

Build large, full child-size articles, in a few mintues, with minimum of teacher help. . . . Simple interlocking principle, quickly grasped by quite young children. . . . Structures do not slide and fall apart, yet are quickly and easily taken apart. . . . Promote social and dramatic play. . . . De-

velop initiative, ingenuity. . . . Spur the imagination. . . . 12-in. size Blok weighs 2-lb. 10-oz.—light enough for very young child to handle. . . . Strong construction principle, will stand up under years of rough usage. . . . Long-lasting, natural finish, will not chip, crack or peel.

Priced in inexpensive units, so you can make up the set that exactly fits your needs.

Now is the time to send through your requisition, to be sure to have your Blox in time for school's opening next fall.

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No. 4 Set—12 regular 12x6x6-in.	
Blox, four 3-ft. Boards. \$15.00	
No. 6 Set—6 double length Blox	
(24x6x6-in.), 4 Boards. \$15.00	
No. 8 Set—12 double length Blox	
and 8 Boards \$30.00	
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In realistic photographs, entertaining drawings, and easy text is the story of building and furnishing a play house and of the home-life activities carried on by a typical class. The natural interests of children are skillfully drawn upon in *Let's Make a Home* to develop significant aspects of social and character education in a way suited to second-graders.

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(Continued from page 430)

with five-year-old children. Each student is assigned a kindergarten to visit for one afternoon, after which she confers with the teacher and reports to her class.

Supplementing textbooks in use is a pamphlet, "The Kindergarten Speaks," prepared by Bridgeport kindergarten teachers in 1937.

An Experiment

Last summer in the Peabody College Curriculum Laboratory, at Nashville, Tennessee, a group of teachers and supervisors developed materials for self-evaluation of rural elementary schools by principals and teachers. R. Lee Thomas, supervisor of the Division of Elementary Schools in the State of Tennessee, is this year using these materials in a program of classification of rural elementary schools. Participation is optional and voluntary. The new program has been presented and demonstrated in a series of conferences in every part of the state. It is an experiment that will be watched with interest by those concerned with the improvement of elementary schools.

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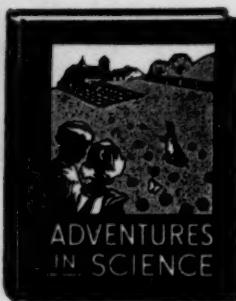
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